DOCUMENT RESUME

ED 097 402 UD 014 591

AUTHOR	Wertheim, Sally H.; And Others
TITLE	Alternative Programs in Public Secondary Schools in Greater Cleveland: A Descriptive Study. [Summary Report; Detailed Study, Sections 1-9].
INSTITUTION	Martha Holden Jennings Foundation, Cleveland, Ohio.
PUB DATE	Mar 74
NOTE	845p.
AVAILABLE FROM	Martha Holden Jennings Foundation, 700 National City Bank Building, Cleveland, Ohio 44144 (Price not quoted)
EDRS PRICE	MF-$1.35 HC-$40.20 PLUS POSTAGE
DESCRIPTORS	*Alternative Schools; Educational Alternatives; Educational Change; Educational Innovation; Educational Needs; Educational Programs; Program Descriptions; *Program Evaluation; *Public Schools; *Secondary Schools; Secondary School Students; Student Needs; Suburban Schools; Urban Schools
IDENTIFIERS	*Cleveland; Ohio

ABSTRACT

The puposes of the study are: (1) to provide a description of alternative programs within public high schools, (2) to compile a written history of these programs, (3) to provide information necessary to compare innovations in alternative schools within and without public school systems, and (4) to collect and disseminate information about alternative programs. The report is organized in sections which describe each of the eight programs studied in-depth. Preceding this is Section 1 which gives the background, describes the procedures, gives an overview of public school alternatives nationally and those in Cleveland not included in the in-depth study, and contains conclusions and recommendations of the project director. Also included is a summary report. Alternative programs studied in depth include: (1) Beachwood City Schools: Concept One; (2) Berea City Schools: The Roaring 100's; (3) Cleveland-Heights-University-Heights City Schools: New School; The Clevland Public Schools; (4) The Woodland Job Center; (5) The Work-Study Program; (6) Mayfield City Schools: Early Graduation Program, A Prototype; (7) Parma City Schools: Education Through Inquiry; and (8) Shaker City Schools: Catalyst. Results were organized under the following chapter headings: Introduction and Background, Data, Program, Student and Teacher Interviews, and School's Self-Evaluations, Problems, and Impact. (Author/JM)

ED 097402

BEST COPY AVAILABLE

ALTERNATIVE PROGRAMS IN PUBLIC SECONDARY SCHOOLS IN GREATER CLEVELAND

A Descriptive Study

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by
Sally H. Wertheim, Ph.D.
Project Director

William P. Hoffman, Ed. D.
Project Consultant

Shayen George
Elaine Kazak
Lynda Kincaid, M.A.
Suzanne Murray
Judy Neuger, M.A.
William Stern
David Whitaker
Michael Zajdel
Research Associates

Judie Rose
William Rosenfeld, J.D.
Research Consultants

UD 014 [illegible]

THE MARTHA HOLDEN JENNINGS FOUNDATION
700 National City Bank Building
Cleveland, Ohio 44114
(216) 861-3810

March 1974

TABLE OF CONTENTS

Page

CHAPTER

1—Organization and Development of the Study 1

2—An Overview of Public School Alternative Programs, Nationally and Locally 4

3—Summaries of Alternative Programs Studied In-Depth 14

4—Conclusions, Implications and Recommendations 25

5—The Role of Foundations 27

Bibliography 31

CHAPTER 1

ORGANIZATION AND DEVELOPMENT OF THE STUDY

In January of 1973 the study, "Alternative Schools in Greater Cleveland: A Descriptive Study," was completed. This study and its subsequent conclusions generated much comment and interest on the part of the Greater Cleveland educational community in general, and more specifically on the part of its sponsor, The Martha Holden Jennings Foundation. As a result, Mr. George B. Chapman, Jr., Chairman of the Advisory Committee of the Jennings Foundation, felt it would be important to do a similar study in order to research and describe alternative programs which were being conducted in Greater Cleveland public schools. In addition to a description of these public school alternative programs, Mr. Chapman asked the project director to assess whether they are meeting real needs and to make recommendations as to a role the Foundation should have vis-a-vis these programs.

Scope and Limitations of the Study

A preliminary survey of existing alternative programs in Greater Cleveland public schools showed that because of numbers it would be advisable to limit the study to public high schools. The study considers alternative programs only in school systems which provide program choices for students. The study's major focus is descriptive and focuses on what was happening at the time the study was done. It in no way attempts to evaluate the programs. In those cases where the school system may have done an evaluation of the program, this procedure and the results are reported. It was decided that long established programs such as those which take place in separate vocational high schools would not be studied in-depth. The study does not purport to be comprehensive, but considers only eight programs selected by the Foundation. In addition, a survey was done of all the school districts in Cuyahoga County, Ohio, to assess the existence of alternative programs which are not covered by this study. The results of this survey may be found in Chapter 3. The study does not consider modifications within existing traditional programs such as mini-courses or electives.

The purposes of the study are:

1. To provide a description of alternative programs within public high schools.
2. To compile a written history of these programs.
3. To provide information necessary to compare innovations

in alternative schools within and without public school systems.

4. To collect and disseminate information about alternative programs.

Each researcher followed much the same procedure and reported the results in a uniform fashion so that the material can be easily followed by the reader. The following questions were considered by each researcher:

1. What are the program's objectives?
2. How and why was the program initiated?
3. What are some pertinent data about the programs? (a) statistical data; (b) student and personnel data; (c) financial data; (d) descriptive data; (e) school's own evaluation of the program.
4. Is there a need for these programs within a public school?
5. Is there a role for foundations vis-a-vis these programs?

The results were then organized under the following chapter headings:

1. Introduction and Background
2. Data
3. Program
4. Student and Teacher Interviews
5. School's Self Evaluation, Problems and Impact

The full 800 page report is available at The Jennings Foundation Offices, the Cleveland Public Library, and the John Carroll University Library. The report is organized in sections which describe each of the eight programs studied in-depth. Preceding this is Section I which gives the background, describes the procedures, gives an overview of public school alternatives nationally and those in Cleveland not included in the in-depth study, and contains conclusions and recommendations of the project director.

Recently alternative schools emerged which are referred to variously as schools without walls, mini schools, open schools, learning centers, learning communities, free schools, street academies, and others. These schools have attracted much interest, have received major foundation grants, and have been reported extensively. In addition to this group of schools, there has also emerged a movement toward establishing alternatives within public school systems.

What is alternative secondary education? Educators like

Mario Fantini, Ivan Illich, Alan Graubard, Dwight Allen, and Allan Glatthorn regularly attempt to answer this question. Often there is a debate between those who seek reform within the system and those more radical persons who seek to reform the entire system. The former affirm or accept public schooling as it is now constituted; the latter question the very foundations of that system. Two types of movements are clearly recognizable—those which occur within the public schools and those which occur without. The focus of this report is clearly the former.

Mario Fantini has characterized public school alternatives as schools within schools, classroom alternatives, separate alternative public schools, systems of alternative schools, multi-cultural schools, community schools, schools without walls, and skills training schools. Fantini has also stated that these programs should provide choice, be significantly different, involve the local community, have their own location, be non-exclusive, and not be more expensive than traditional programs.

Allan Glatthorn, at a recent "Alternative Education Conference" of the Associated Public School Systems held in Cleveland, delineated three types of alternatives for public schools. The first which he called *schools* are separate, different and have an autonomous budget. These range from the more radical free schools to the more conservative schools such as the military academy or career schools. Secondly are *programs* which are part of an existing school's instruction and budget. These are usually thematic in scope. Third are *paths* which exist for individual students to enable them to do something as an alternative away from the school. These might include work, college, TV courses, or independent study.

Ivan Illich, the most radical of the reformers of the sixties, discusses the reformation of the classroom within the existing school system; the creation and dispersal of free schools throughout the society; and the transformation of all society into one large classroom. This latter idea is characterized by his concept of deschooling.

The 1973-74 *Education Yearbook* reports a rapid expansion of the movement to establish non-traditional schools. These schools are described as those in which grading systems and schedules are not as important as in conventional settings. Students identify and pursue their own learning goals with teachers serving a less directive role. The atmosphere is non-competitive and supports the type of learning that is predicated upon individual interest.

Considering these ideas and those which characterize the alternative public school programs in Greater Cleveland, an examiner of alternative schools must formulate a distinctive definition for this study. To understand this definition, the alternatives studied may be placed along a continuum. The continuum would range from special programs which involve only a part of the school day as Catalyst, to total programs which are schools within a school, such as New School. These programs all provide options for high school students. Each of the programs contains elements sufficient to characterize it as an alternative based upon current alternative literature.

The definition formulated for this study implies at least two notions: choice and difference. *Choice* requires that rules and practices of the institution permit choice to be made and that someone be designated to make it. Choice implies that the person by whom the choice is made has the opportunity to do that which was chosen. "Alternative" means that there is more than one thing available and that the alternatives available pivot about a single concept, the educational experience of the student. *Difference* requires the ability to discern one program from another. It implies that the distinctions are substantial as to the nature of the thing to be done rather than merely its form. In other words it is important to change the substance, not just the organization of the experience.

The following working definition of alternative public secondary school programs in Greater Cleveland seems useful:

> *An alternative program is an approved educational program in which each eligible student is permitted to select and learn in an educational environment that is distinctly different from the usual learning environment.*

CHAPTER 2

AN OVERVIEW OF PUBLIC SCHOOL ALTERNATIVE PROGRAMS, NATIONALLY AND LOCALLY

The movement toward available public school alternatives on the national level can be characterized as one of growth and proliferation. One realization is apparent; alternative public schools are rooting themselves deeply into the mainstream of the educational system. During the past two years a national consortium on public school education alternatives has been established, two national and a series of regional conferences have been held on the subject of alternatives, a number of professional associations have conducted workshops at national meetings on alternatives, teacher education programs have been adapted, major educational journals have included feature articles, and the United States Office of Education has funded over 12 million dollars for experimentation with alternatives. Today more than sixty school districts are either operating or developing alternative schools.

Carefully examining the term *alternative*, one senses a real difficulty in making any generalizations about alternative public high schools. For they are homegrown innovations to meet local problems. Yet there are certain models of successful alternatives which have been adapted by a number of school districts. The *school without walls* model is one of them.

The Parkway Program in Philadelphia is the "granddaddy" of the *school without walls* concept. The program began in 1969 with 143 students and now enrolls 800. Its headquarters is in a second-story loft in downtown Philadelphia. The students are selected through lotteries so that Parkway represents the same ethnic and economic mix as the entire district—approximately 60% black and 40% white. The student body is divided into 4 units, each having approximately 200 students, 10 teachers and 10 undergraduate interns. Each unit creates its own courses, solicits community resources and volunteers and holds a regularly scheduled town meeting. Each unit is broken down into tutorial groups of about 20 pupils, one teacher, and one intern. The unit meets daily for about one hour to plan schedules, have personal counseling and make up deficiencies in math and reading. In all, Parkway offers over 250 courses and includes 90 cooperating institutions. Students, as well as teachers, are graded by written evaluations of their work. "School" is the city of Philadelphia and the life of the city often becomes the curriculum. Students are expected to choose at least one "institutional offering," a course or activity offered by one of the scientific, business, cultural or journalistic institutions along the Benjamin Franklin Parkway. The emphasis is upon the student becoming self-reliant, self defining and self directed: a responsible individual and a worthwhile member of a dynamic social group.

Metro, located in Chicago, is one of the first take offs on the Parkway Program. It is an urban high school with a student body diversified by race, social background and economic status. It involves 350 students chosen from a city-wide lottery and 22 full-time teachers.

Other programs similar to Parkway and Metro include the School Without Walls in Washington, D.C., begun in March of 1970; the Newport Plan in Newport, California, begun in February of 1972; the School Without Walls begun in 1970 in New Rochelle, New York; and Gateway High School, which was established in New Orleans in February of 1971. The guiding principle behind all of these schools is that school is not a place but rather an activity—buildings are primarily headquarters for coordinating activities not for classrooms; and the human and physical resources of the entire city are a major resource for learning through direct student participation in the life of the community. A close relationship between staff, students, and community decision making (staff, parents, and students) are also of top priority.

The *school without walls* concept of an alternative high school is perhaps the most clearly definable. Other alternative schools classify themselves as schools within schools, community schools, open schools and free schools, all having the same basic philosophy of individualized, responsive and flexible education but implementing this philosophy in various degrees and forms.

In general, *the school within a school* is a small, experimental project, usually consisting of between 100 and 200 students with primary innovations in the area of curriculum revision: courses of flexible length, more diverse course offerings, course credit for community projects, and a contractual method of evaluation. The school's objective is to reach those students turned off by the regular school environment through providing an unstructured, open environment, involving pupils in the planning and operation of the school and maintaining a high degree of individualization.

Pioneer Two, located in Ann Arbor, Michigan, in an old elementary school building, is constituted as a *school within a school* of Pioneer High School. The students (120) are selected by lottery and are, by and large, intelligent, highly motivated and disenchanted with traditional education. Faculty are volunteers from Pioneer High School. The objective behind Pioneer Two is a tight internal organization balancing a free-wheeling curriculum. The basic structure consists of extended classrooms, individualized schedules, teacher-counselors and forums. A forum consists of 22 students and a teacher counselor, and its purpose is to foster effective communication among heterogeneously grouped students, act as a home base for the student, and design and carry out one project that benefits the school and one project that benefits the community. Grading is on a contractual basis.

Oak Park, Illinois' Experimental Program, operates as a *school within a school* on a first-come, first-served basis, without regard to grades or academic standing. Four rooms within the high school are allotted to the program; in addition community resources are utilized. There are 150 students in the program, 4 full-time teachers and 4 part-time teachers. Credit for courses is determined by a contractual agreement between the student, the teacher, and the department chairman in the appropriate curricular area. Middletown, Connecticut, has a similar *school within a school* consisting of 100 students. Other examples are The Alternative School in Cubberly, part of the Palo Alto system; The Downtown Learning Center in Atlanta; and Great Neck, New York, which offers two alternatives: 1) a moderate school within a school which meets in a corridor of the main high school and keeps strictly to the curriculum requirements but allows students two days a week for independent study and requires an outside service project, and 2) the Great Neck Village School where students design and evaluate their own program.

A variation on this theme is the St. Paul Open School, begun in the fall of 1971 with 500 students from grade K through twelve. Here the staff serves both as counselors and teachers. There are 17 teachers, seven part-time, and 20 teacher aids. With all the volunteers, St. Paul maintains a 1:3 teacher pupil ratio. There are no grade levels. The school is organized into major learning areas such as art, humanities, interests; a fifteen year old and an eleven year may work together while a ten year old helps a six year old to read. No one is forced to take any course, but students are expected to live up to the commitment they make when they sign up for a subject. Additional courses are also available at nearby high schools and universities, and work-study programs are common.

Also emphasizing the non-graded approach and different ages working together is the Louisville, Kentucky, Brown School which opened in September of 1972. The 500 students range from ages 8 through 16, 50% are black, 50% are white, and about 1/3 of the student body is disadvantaged. The school features an open physical plant, individualized study, student involvement in decision making, a strong emphasis on the arts, and frequent utilization of the city's commercial, civic and cultural resources.

A third school similar in concept to the St. Paul Open School is the Minneapolis Free School initiated in the fall of 1971 to serve grades K-12, with about 150-200 students. Like the St. Paul Open School, there are no required classes and no divisions according to age. Emphasis is on student self-selection of curricular experiences and the development of a positive self-concept. The school is seeking an exception from the state compulsory attendance regulation and curriculum regulations.

Minneapolis is one of several school districts which are committed to providing for and encouraging alternative public schools on a large scale. In this respect it differs from many of the smaller alternatives previously discussed. Minneapolis has established a demonstration program in southeast Minneapolis. The Free School is just one of the alternatives. Another is Marshall University High School which services 1250 students, grades 7-12. On the 9-12 grade level, courses are offered on an elective basis, the parents approving the projected courses of study of their children. Through offering individual directed study, interdisciplinary courses, single subject discipline courses and a variety of non schooling learning experiences, Marshall University High School hopes to be able to answer the needs of those students desiring a structured curriculum as well as those requiring less direction.

Portland, Oregon, is also implementing alternatives on a large scale. Portland adopted the plan proposed by several of Harvard's School of Education doctoral students. Using a hospital analogy, they wanted to create a school which would serve the instructional needs of students, act as a pre-service and in-service facility for the education of teachers, be a center of basic and applied educational research and a developer of new curriculum materials. The school opened in September of 1969. 1650 students were involved, 80 teachers, 80 trainees and 30 paraprofessionals. The school is broken down into seven teams—each responsible for about 200 students. The essential element of the instructional core is a non-graded general education course, meeting 90 minutes each morning and the last half hour of the afternoon. The students are required to attend this course where they work on problems such as air and water pollution, unemployment and welfare in an inter-disciplinary manner. The philosophy is that it is important for the students to learn the techniques of problem solving and of adjustments to change. The rest of the day is for electives, independent study, and job-related programs. The decision making structure of the school is patterned after the United States government, with majority-rule voting by students and faculty members.

Seattle is an example of an urban district pledging itself to alternative public high schools in an attempt to stem the tide of an ever-increasing rate of dropouts and disruption in its schools. The district offers two general types of alternatives to its students: dropout or dropout prevention programs and open, innovative schools. In all there are 13 programs which operate on a full-time basis and 23 part-time reentry programs. While not requiring attendance, Seattle boasts that its attendance rate has improved significantly since the implementation of these programs.

Berkeley adds still another dimension with alternative public schools involving 4000 elementary and secondary school students. Twelve hundred high school students out of a total enrollment of three thousand are involved. Of top priority is the elimination of institutional racism and the achievement of basic academic skills. The school system is primarily known for its development of the multicultural school and its emphasis on human relations. Thus a school called Model A concentrates on basic skills. On Target is a school concerned with job awareness experiences. School of the Arts is heavy on drama, music and dance. Genesis, stressing humanization and personal contact, is a free-flowing school for middle-class students turned off by impersonalization and routine. Agora's main objective is to teach an appreciation of racial differences. The school has 120 pupils; one quarter are white, black, Chicano and Asian. The students are required to take four sections of the multicultural experience, each from the perspective of one of the four racial groups and taught by an instructor of that race. College Prep's purpose is to provide a firm structure and basic skills to those students who have college ability but probably would not attend college without extra help. Taught from an Afro-American orientation, it concentrates on imparting college survival skills: how to take tests, use references, and study. Casa de la Raza, including grades K-12, is a bilingual, Chicano-oriented open school with a great deal of participation by the Chicano community in the programs of the school. Finally, Black House serves a similar purpose for black students: all the teachers are black, and the courses are taught from a black perspective, while still maintaining a fairly traditional classroom style of schooling.

Larger cities such as Boston and New York have taken still other approaches. In 1971, New York opened a dozen "mini-schools," each with 100-125 students to serve as New York's alternative to the massiveness of its public high schools. One such school, Haaren High School, was reorganized into 14 mini schools, each built around a single theme including such areas as creative arts, electronics and aviation as well as traditional academic and vocational areas. Each of the mini-schools, while offering special subjects in its field, also offers a core curriculum of English, mathematics, and social studies.

The fall of 1971 also saw the opening of the Flexible Campus program in Boston. The program involves all the Boston high schools (a total enrollment of 19,728), each high school developing its own distinct proposal. Changes in curriculum have included the development of mini courses, a guest lecture series, a film series, tutoring programs, independent study, in-school internships and staff development workshops. Students also earn credit through off-campus learning experiences including university courses, business internships, social-service internships, cultural internships, governmental internships and tutoring in elementary schools. Usually one half of the day is spent in academic studies leading to completion of requirements for graduation and/or entrance to universities, and one half of the day in an off campus environment. In each school the coordinator and teachers are chosen by the principal of the school, and the students are selected in a manner prescribed by each student council. This team of coordinator, teachers and students then plans the program, identifies community resources, implements the program and assists in program evaluation.

The regional alternative differs from other models of alternative schools only in its basic organizational foundation. For example, the Shanti School in central Connecticut serves six school systems. The policy making power for this school lies in a somewhat more extended number of people than the other alternatives previously discussed. The Shanti School Board consists of one appointed representative from each participating Board of Education, the executive director of the Capitol Region Education Council, five students, five parents, and five members of the community. Another example is the Alternatives Project in Pennsylvania which consists of two alternative high schools serving six school systems. The regional alternative school is one way to alleviate the problem of funding. In the Alternatives Project each district that contributes either $10,000 or one staff member can send 18 students to the nearest alternative.

The range and variation of alternative school structures is indeed great and includes many patterns. Problems have also been diagnosed. These include inadequate planning and alienation from the rest of the school district organization, lack of training necessary to teach in an alternative school, discipline, a lack of student involvement in the decision-making process, time needed for curriculum development, work overload, and lack of direction needed by some pupils. Through their evaluations, these schools are attempting either to reach their goals through modification of their methods and/or re-evaluating the importance of their goals.

By and large, the problems alternative schools have faced are internal problems. It seems as though most alternative public high schools have not substantially increased per student expenditure, not advocated any form of exclusivity, respected the rights of all concerned parties, and advocated a process of change that is democratic and that maximizes individual decision making. Few complaints have been registered concerning funding, state regulations, or college admittance. Some school districts using the school without walls concept have noted that their per-pupil costs have decreased, due to low overhead costs and the high number of volunteers. State regulations which encourage alternatives by allowing students occasionally to be absent presently exist in Massachusetts and the state of Washington. Before implementing their alternatives, many schools investigated the need for grades for college admittance. It seems that most post secondary institutions will accept alternative programs and grading practices. Most institutions want SAT scores and a description of the student's activities.

An Overview of Greater Cleveland Public School Alternative Programs Not Included As Part Of The In-Depth Study

Following this overview of different, national alternative programs, a very brief description of Greater Cleveland programs not included in the in-depth study follows. Cleveland Public Schools initially submitted such material. Superintendents in other school systems not included in the study were asked to provide information as to the existence and description of alternative programs within their districts.

The following programs in existence in the Cleveland Public Schools were submitted by the Assistant Superintendent of Continuing Education and Special Projects.

Max Hayes Programs

Max S. Hayes has four types of programs which, together, constitute a specializing high school. The four programs are (a) The All Day High School Vocational Program, (b) The Apprenticeship Program, (c) The Evening Adult Education Program, and (d) The Technician Training Program.

Horticulture Center Programs

The Cleveland Public Schools have four main categories of Horticulture programs which include (a) Vocational Horticulture, (b) Horticulture Equipment Operation and Repair, (c) Environmental Management, and (d) Vocational Horticulture for Students with Special Needs.

Jane Addams Vocational High School Programs

Jane Addams is an approved high school, granting a high school diploma to girls who have met graduation requirements as set by the Cleveland Board of Education and the Vocational Training requirements according to the Ohio Plan of Trade and Industrial Education.

Jane Addams offers ten vocational programs, listed below:

1. Commercial Foods
2. Cosmetology
3. Fashion Trades
4. Distributive Education
5. Legal Secretary
6. Medical Secretary
7. Introduction to Medical Courses
8. Dental Assistants Training
9. Practical Nursing Training Program
10. Adult Education Classes

Manpower Training Center Programs

The Manpower Training Center is a federally funded, multifaceted facility which is capable of handling programs under the Manpower Development Training Act as well as the following:

A. Work Incentive (WIN).
B. Schools Neighborhood Youth Corps (SNYC).
C. National Alliance of Businessmen (NAB).
D. National Contracts.

This facility is also used by individuals referred by the Bureau of Vocational Rehabilitation (BVR) as well as other funding agencies. Any funding agency may purchase individual training programs or slots (a slot being one training position for a fifty-two week period) and may prescribe the areas in which training will take place.

Handicapped Programs at the Manpower Training Center

The Manpower Training Center also has programs for the handicapped.

Maritime Services Program

The responsibilities of such a program were to include the acquisition of a knowledge base and a 'hands on' experience aboard a Coast Guard Cutter.

John Hay Annex Programs

This is a drop-out prevention program designed to seek out and help those students that seem most likely to become dropouts. Students are guided into this program that (a) have a history of school failure, (b) show a lack of adjustment to the regular school setting, (c) have had very poor attendance records, and (d) have, for all practical purposes, dropped out of school even though they are still in attendance.

Once in the program, the student may select one of the following areas: (a) Machine Shop, (b) Building Maintenance, (c) Vocational Drafting, (d) Electrical Automotives.

Other Public School Programs

In addition to the Cleveland Public Schools, of the remaining twenty-five school districts contacted, nine responded. Of these nine school districts, five indicated that they had no alternative programs of the type described in the request. The other responses indicated programs such as the "Senior Project" of the Orange School District. This is an elective for seniors during the last four weeks of the school year. It may be an academic, vocational, creative or social-service project. Lakewood School District indicated an independent study program where students may pursue both required and enrichment courses. Independence School District indicated alternatives to nine week English courses for juniors and seniors. East Cleveland School District indicated that it is utilizing the Street Academy of the Urban League, an alternative school described in the report on Alternative Schools.

CHAPTER 3

SUMMARIES OF ALTERNATIVE PROGRAMS STUDIED IN-DEPTH

This chapter contains summaries or abstracts of all of the programs which have been studied in-depth. These summaries are, as their titles imply, merely short descriptive statements about the program. They try to briefly answer some of the questions posed about each school's purposes, background, program, enrollment and financial data, students, evaluation and impact. The complete report is available through The Martha Holden Jennings Foundation.

Beachwood City Schools: Concept I
An Abstract

The Concept I learning program at Beachwood High School was established at the beginning of the fall term 1971. A staff of seven teachers headed by Mr. Ron Naso was acquired, and 122 students were then recruited for the experimental program, now in its third year.

> *The ultimate goal of the program is to make the student an independent learner. Thus, emphasis should be placed upon skills, which will enable him to pursue learning without the help of the staff.*

This is the second of nine principles governing the curriculum and methodology of Concept I that resulted from the *Faculty Report of 1971-72.* These philosophical objectives stated in 1971-72 still hold.

The program has been housed in the same area of the high school since its beginning, but the available space has been altered as Concept I has developed. Walls have been eliminated and areas originally designated for specific purposes have been periodically changed. Carpeting, furniture and equipment have been acquired as time has passed.

Although no particular amount of money was designated for Concept I in its first year, the alternative was specifically provided for in the 1972-73 school year budget. As the program goes into its third year, no teacher complains of a lack of materials, facilities, or equipment.

At its onset 122 students were enrolled in the program. Most of them were seniors. Such is also the case in the program's third year: seventy-seven of 147 are seniors. The staff which is responsible for educating the Concept I pupils has grown slightly to match the relatively small increase in enrollment. The 1973-74 school year has brought a new Instructional Leader, Mr. Les Robinson, who heads a staff of nine teachers. Throughout the three years of the program, student teachers and community resource people have served to supplement the professional faculty.

The courses of study in Concept I are based upon the needs and desires of students and staff.

> *Concept I is . . . for students who wish to share in the responsibility of designing and implementing their own curriculum. Each student with the help of an advisor develops an academic program suited to his own interests and needs.*

It should be noted that some Concept I students take Concept II (traditional program) classes which are not offered in the alternative, while others participate in Inter-Cept (combination classes of Concept I and II pupils). Inter-Cept was eliminated in January of 1974.

Although *individualization* is the key to understanding the Concept I method, instructors also utilize the small-group approach to teaching. Student evaluation is done on a monthly basis and grades are optional, though most students choose to have them. Credits are negotiated between student and teacher when a final evaluation form is completed at the end of the school year.

Certain problems have been noted in formal Concept I evaluations. It is evident that certain transportation, space and communication problems have been solved. Questions concerning student evaluation procedures, credit assignment, enrollment and class load imbalance are yet to be answered.

Attempts are being made to communicate the Concept I idea to the Beachwood Community and the Greater Cleveland educational community. Speeches are made, relevant conferences and meetings are attended, newsletters are mailed, and visitations are made to other schools as observers are welcomed into Concept I. Key persons interviewed for this study imply that they hope and believe permanent status lies ahead for the experimental venture.

Berea City Schools: The Roaring 100's
An Abstract

The Roaring 100's, an alternative adopted as part of the program at Midpark High School in Berea, Ohio, was designed to meet the needs of a group of students whose scholastic records were far beneath the level at which they might be expected to perform. Through a flexible attitude toward the content of the courses taught, personalized instruction, and subjective evaluation of the student's performance, the 100's faculty hoped to induce in these students a more positive attitude toward school, the community, and themselves. Concurrently, they attempted to provide the 100's students with a background in English, social studies, math and science which would enable them to proceed toward graduation through one of the traditional programs offered at Midpark.

The 100's program was adopted into Midpark's curriculum in the Fall of 1970, at which time the approximately 100 students enrolled in the course were divided into four mutually exclusive groups that remained together for the duration of the school year. Each group studied English, math, social studies, and biology under the direction of four teachers who also formed a group which met monthly with a guidance counselor to discuss problems within the program as well as the performance of individual students.

After its first year of existence, it was decided that the students should be further placed into a group of students whose behavior in class was particularly disruptive and a second group who merely lacked the motivation to perform up to their potential. In its second year of existence, 100's students were also permitted to schedule courses other than those formerly mentioned, provided they maintained an adequate performance in all of their classes.

When, in 1972, the Berea Board of Education decided to tighten the school budget, the small class size and extra time allotted to 100's teachers for preparing their classes became luxuries which could no longer be sustained by Midpark's budget. The program, therefore, had to be formally eliminated, although many of its techniques are currently used in classes for students who are classified as slow learners.

Midpark's efforts with the 100's students, furthermore, has created a concern throughout the Berea school system for providing alternatives for the underachieving student. Plans are, therefore, underway to set up a new program to meet their special needs and will involve cooperative efforts on behalf of Midpark and the two junior high schools from which it derives its population. Drawing upon many of the ideas generated by the Roaring 100's, planners are making expanded efforts to provide further alternatives and to individualize instruction for these students.

Cleveland Heights-University Heights City Schools: New School—An Abstract

The Cleveland Heights-University Heights Board of Education has advocated flexible educational options for some time. In 1969, a program (Flex) was initiated in Heights High School which allowed for more student involvement in the learning experiences related to social studies, English, and later biology. Then, a total environment was sought that would encompass all areas of learning and offer the student a complete optional curriculum. In September, 1973, this program, known as New School, was offered to any Heights High student who wished to participate.

This three-year experimental program is divided into two learning groups called Communities of Learners or COLS. Each COL has approximately 150 students and its own staff of eight teachers. A coordinator and four support staff members service both COLS. The students and teachers of each COL work together to develop their own community plan of organization and to design their own curriculum.

Even though each community develops its own unique set of objectives and goals, the following are common to all of New School: personalized involvement of the student in his education, development of self-confidence, development of basic personal and academic skills, development of decision-making ability, realization of the necessity to maintain contact with the larger school community.

Each COL is split into small groups, called "homegroups," which consist of students and a faculty advisor. A homegroup arrangement allows students and teachers to establish a closer rapport, fulfills administrative requirements, and facilitates a check on credits by having access to the student's daily journal of his learning experiences.

New School is located in a separate wing of Heights High School. While most classes are held in New School, some courses are taken in the traditional school because they can't be offered in the alternative program. Many learning experiences, also, occur outside of New School and Heights High. New School students are encouraged to use the entire community as a classroom.

Within New School, classes may be taught by certificated teachers, students, and resource personnel. Though classes emphasize skills in English, social studies, science, math, foreign language, no attempt is made to label a course as such. The learning program is multi-disciplinary, and credits are given accordingly. Students will be provided with a descriptive transcript of their activities in New School.

Since the School Board felt that New School shouldn't offer a more expensive program than the traditional one, foundation assistance was sought to cover additional expenses incurred in beginning a new program. These extra funds cover the salary of a coordinator and pay part of the costs incurred by the orientation and evaluation.

Evaluation of New School occurs at several levels. Teachers are evaluated by themselves, their students, and the administration. A student's performance is judged by his teacher, student teacher, or resource person. Evaluation of the total New School program, which is a state requirement, is currently being conducted by Center for New Schools.

The Cleveland Public Schools: The Woodland Job Center
An Abstract

The Woodland Job Center, which has local, state and federal support, represents the efforts of The Cleveland Board of Education and The General Electric Company to reduce unemployment and curb the dropout rate in Cleveland's inner-city. Studies showed that in 1967, the school dropout rate was 4,000 annually, and the unemployment figure was fifteen percent in the inner-city opposed to three percent in Greater Cleveland.

In 1967 The General Electric Company donated to the Cleveland Board of Education a four and one-half acre building located at 4966 Woodland Avenue. This was considered an ideal site for the center because it was in the inner-city as well as being close to major east-west thoroughfares and cross-town bus routes. Following building preparation and program planning, three programs were implemented that were designed to provide basic and remedial education, training in job skills, and job placement. The objectives were to attract the eighteen to twenty-one year old dropout who wanted to return to school on a part-time basis, the sixteen to twenty-one year old who needed training for immediate job placement and the hard-core, inner city, unemployed person needing job training and remedial education. The three programs incorporated the efforts of Job Opportunities in the Business Sector (JOBS), and National Alliance of Businessmen (NAB), Job Training for New Workers and Work Study.

In its infancy, various local companies were to refer new employees to the center where they would be trained in those areas required by their employers. Upon completion of training the individuals would go to work in company plants. This plan had the advantages of giving individuals immediate employment as well as income during their training, but it unfortunately resulted in persons being prepared only for one job with one company. As a result, in 1970 the programs began to focus on the acquisition of skills possessing greater diversity of application.

The three original programs were expanded to include training in the areas of building maintenance including components in carpentry, plumbing, electricity and auto mechanics, drapery and power sewing, machine shop, clerical, medical assisting and The General Education Diploma (G.E.D.). Programs to be implemented in the near future include printing, automotive engine machining, auto body repair, and diesel equipment maintenance and repair.

The center is staffed by employees of The Cleveland Board of Education. Each instructor is a master craftsman in his field, possessing an average of approximately twelve years experience. All programs are either one or two year courses requiring forty-eight weeks of instruction per year with daily class sessions from eight-thirty to three-thirty. Class sizes are generally around fifteen permitting considerable individualized instruction as well as much time for teacher observations of student progress.

The Center's trainees benefit from the experience of their instructors in addition to counseling and preparation for the G.E.D. examination. Upon leaving the center, at the completion of their course, they should have obtained a saleable skill, a high-school diploma and most importantly, a new attitude towards themselves and others.

The Cleveland Public Schools: The Work-Study Program
An Abstract

The Work-Study Program of the Cleveland Public School System was established in April of 1962 as a result of a survey conducted by the Cleveland Board of Education and the Cleveland Welfare Federation. The survey began in November of 1961 to delineate the problems confronting out-of-school youth between 16 and 21 years of age. The Work-Study Program was established in response to the survey's indication that such a program was needed to serve the increasing number of unemployed out-of-school youth.

The program was primarily designed to offer an alternative to obtaining a high school diploma, at the same time allowing students to gain valuable work experience. There are presently 457 students enrolled in the program, and more than 900 students have graduated from the Work-Study Program in its eleven year history.

The program received federal funds through OEO, Title II, from November 1965 to February 1967. Title I funds supported thirty percent of the program for an additional year, and since 1968 the Cleveland Board of Education has supported the program.

The Work-Study budget comes out of the general fund of the Cleveland Board of Education; for 1973 the budget totaled $161,403.00.

The Work-Study Program is located at 4966 Woodland Avenue near the downtown area. The program has the use of the third floor of a building which it shares with the Woodland Job Training Center.

The Work-Study Program is accredited as a part of the Cleveland Extension High School, and all eleven teachers involved in the program are fully certified. Students in the Work-Study Program take the same courses for high school graduation as would any other student in the Cleveland Public School System. In addition, students may earn credit points for work experiences. Counseling is designed to serve the student's individual, educational, vocational and personal needs.

There are no study halls, lunch periods, etc., and typically students attend classes that are needed only for graduation. The remainder of the student's day is spent in part-time or "cooperative" employment. Students are made responsible for their own education and must also assume the responsibility for performing satisfactorily in their work experiences. In most cases, students receive wages which are comparable to others engaged in the same type of employment and must typically progress satisfactorily in their course work to avoid termination in their employment. Jobs are obtained through the Occupational Planning Committee of the Cleveland Welfare Federation, now the Federation for Community Planning. Most students who complete the Work-Study Program continue working for the same employers that provided them with part-time work-study jobs.

Although there has been only one early attempt to evaluate the program, most of the people connected with the program feel that the program's twelve year history is a sufficient evaluation of success. The fact that over 900 students have received high school diplomas that would not have resulted in conventional programs is a further indication of success.

The program's single most critical problem for the past few years has been finances. The program has suffered as a result of budget cuts, particularly those related to books and other necessary materials.

Mayfield City Schools: Early Graduation Program, A Prototype
An Abstract

Early Graduation is an alternative open to students at several Cleveland High Schools. This study describes the program at Mayfield High School as a prototype of the many programs that exist. A listing of the other programs is available in the complete report.

The early graduation program at Mayfield High School came about as a response to a unique need of certain highly motivated students. Most of the students who had petitioned for early graduation were capable of leaving Mayfield High School intellectually and emotionally. Some wished to begin college while others wished a job or travel.

Thus a definite need became apparent to the Administration of Mayfield High School. Certain students had been allowed to graduate before the formal program was organized from 1971 through 1972, but they still received their diplomas with their graduating class. Many bright and highly motivated students were able to finish all of their required course work in three years. Certain procedures were set up for these students which included meeting certain requirements such as minimum grade point average, cut-off dates for planning early graduation, and approval by the parents, counselors and principal.

A formal program was finally developed and instituted for the 1973-74 school year. The informal program up to this point had produced seven early graduates. Two students have applied to the formal program.

The administration and counselors of Mayfield High School feel that holding back students who are ready to continue their development and personal growth elsewhere is detrimental. Due to the wide range of individual developmental growth rates, some students are naturally going to mature much faster, allowing them to cope in the adult world sooner than others of the same age.

Parma City Schools: Education Through Inquiry
An Abstract

Education Through Inquiry (ETI), Parma School District's alternative program for grades nine through twelve, began as a pilot program in March, 1970. After rewriting goals and objectives and after trying different methods and topics, planners compiled syllabi for ETI. This alternative program is especially designed for the unmotivated, potential dropout who may be having difficulty passing English and/or social studies in the traditional program.

Education Through Inquiry is a combined English and social studies program. The inductive method is used in teaching the ETI curriculum. One and one-half to two continuous hours are allocated for ETI. A student enrolled in ETI earns two credits, one for English and one for social studies. Two teachers, one English and one social studies, are members of an ETI team.

The ETI program is functioning within eight schools, three senior highs and five junior highs. Approximately 200 students are enrolled in this program with class sizes of approximately 25 to 30 students.

The goals of the ETI program encompass nine areas: Communication, Value Clarification, Thinking Skills, Occupational Goals, Broadening Learning Experiences, Leisure Time Activities, Self-Image, Class Deportment, Social Problems. Behavioral objectives were written to expand each goal.

Since the program is innovative and an alternative to the regular program, the system of grading was altered to pass-fail. Instead of comparing students to their peers and instead of using national standards for comparisons, it was decided to use a system of pass-fail in September, 1970.

The funds for operating this program are allocated from the school system's budget. From the information obtained there was no evidence of monies received from other sources.

There are 22 staff members in all. A mixture of experienced and non-experienced teachers can be found within this program. When feasible the ETI teams include one male and one female teacher. The teachers in the program either volunteered or were asked to be participants. Two of the teachers had previous student teaching experience in ETI.

ETI has been promoted to students through a description in their course guide. Many students have learned of ETI through their friends, counselors, or teachers.

An article about ETI has been written and published by two former ETI teachers since the program began. A workshop for educators where ETI was presented has also been a means of spreading word of this alternative program in Parma.

During May and June, 1971, an extensive evaluation was made by many persons within and outside the ETI program. Many days were spent in dialogue conferences with parents, administrators, teachers, and students. The results of this study were reported, and changes were made which are reflected in the current program. These can be found in the complete report.

Shaker City Schools: Catalyst
An Abstract

The Shaker Heights High School's Community Council was instrumental in the creation of Catalyst. A grant of $16,610 funded this work. Approximately half of the money came from local tax funds and half came from The Jennings Foundation. The Community Council, composed of parents, students, teachers, and administrators met bi-weekly during the 1971-72 school year. Besides visiting schools and listening to a variety of outside educational speakers, the members discussed such topics as present and future courses, grading and evaluation, and goals in teaching and learning. They worked in four task groups. The recommendation for Catalyst came from the 'transition—school without walls' group. In March, 1972, the Board of Education approved Catalyst and the program commenced in September, 1972.

The purpose of Catalyst is to provide alternative educational program opportunities for students who are dissatisfied with their educational programs but who alone are unable to define or design a program that will meet their needs. Although credit can be given for a Catalyst project, Catalyst does not interfere with or replace existing courses. Catalyst has a counseling service which helps in finding a resource person and in designing an independent learning project in the community. Resource persons agree to work with the student and to make an evaluation of the learning experience. The community includes a wide area: social agencies, the school, the business world, cultural, medical, or other educational institutions.

Located in a 20′ x 20′ room in the high school, the space used by Catalyst is subdivided into a staff office and a meeting area. The office area is used by the two staff members for student interviews and counseling. In the meeting area, student seminars and other conferences take place.

Catalyst expenses during the 1972-73 year were $25,309. Local tax funds were used to pay the salaries of five part-time staff members. During the 1972 summer, continued planning costs were approximately $1000. The 1973-74 budget is set at $14,500.

This figure represents the salaries of two part-time staff members and is derived from school taxes. Rarely are community resource persons paid, and, when they are, this is the student's expense.

About 1700 students attend Shaker High. During 1972-73, approximately 81 students used Catalyst. In the fall of 1973, approximately 90 students were involved. Many more students spend time talking with the staff than actually developing projects. Catalyst students range academically from able to poor students, from students who like Shaker to others who are 'turned off.' Twice as many seniors use the service as do underclassmen; nearly equal numbers of males and females are involved.

The Catalyst staff includes teachers with experience in counseling. In addition to sharing the responsibilities of working with students, they also report on the program to the school community. School guidance counselors refer students who could benefit by the program.

Students may use Catalyst anytime during the year. In the initial interview, the student expresses his educational needs or goals. Staff and student decide what kind, if any, Catalyst project will satisfy these needs. After finding a sponsor, the student writes up a contract which is signed by sponsor, Catalyst advisor, parent and principal. A 1973-74 list of projects and sponsors can be found in the complete study. The student keeps a log of his activities. He discusses his experiences and problems with staff and with Catalyst students in seminars. After a predetermined number of hours, the student, sponsor and Catalyst advisor evaluate the learning experience, and credit is decided upon.

Staff, students, teachers, and administrators have informally discussed and evaluated the program. A more formal evaluation is planned for 1974. Persons involved with Catalyst have disseminated information about it. In addition, Catalyst staff and the Shaker principal have explained Catalyst in workshops on Alternative Education held in the Greater Cleveland area.

CHAPTER 4

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

At the request of The Martha Holden Jennings Foundation, the project director formulated conclusions, discussed implications for further study, and submitted recommendations.

This descriptive study of alternative programs in public high schools has shown definitely that there are different methods and techniques being utilized in the Greater Cleveland area in 1974, and that alternatives are moving into the mainstream of public education.

The study has shown that school districts, knowing that some of their students seek and need alternative ways of learning within their school systems, have seen fit to provide these alternatives. Some of the school districts are committed to meeting these needs through provision of total alternative public school programs open to any student in the system, whereas others have programs that are an alternative part of the traditional program and that serve a distinct population.

Questions Posed by the Foundation

At the outset of the study, The Martha Holden Jennings Foundation posed two questions for the project director:

1. Are the alternative public school programs meeting real needs within the school systems?
2. What should be the role of the Foundation vis-a-vis these programs?

The project director feels very strongly that the programs are meeting distinct needs within the public schools and that there is a role for the Foundation to have vis-a-vis these programs.

Programs Meet Unmet Needs

It became very clear that those who are involved are committed to the continuation and/or expansion of public school alternatives. In a pluralistic society which recognizes the importance of the existence of choice for its citizens, alternative public school programs provide choice for students who have little or no choice about attending a compulsory school system. These programs allow the student and parent a choice of a different program which may provide the only way in which that student may be able to remain in the public school setting. This is extremely important for the student who cannot go outside the public school to obtain needed choice and who cannot function in the traditional program.

It seems that some students benefit from having a program available that is limited in scope and purpose. This often means a more personal setting wherein students may find a community which is lacking in the large high school setting. This does not mean that the large setting should be eliminated, but for those who feel alienated in this setting a limited program can make a difference. Most of the programs, especially Concept I and New School, provide a small setting, with a few, sharply defined objectives, and might be described as communities.

Programs Serve as a Catalyst

These programs seem to act as a catalyst to stimulate the thinking of others in the school system who are not directly involved in the program.

Though some of the programs seem to act as a catalyst for the rest of the school system, interested readers must realize that sometimes other staff members view these programs in negative ways. They do not support them and often use them for placement of difficult, unwanted students. This study did not deal with total school attitudes toward the alternative programs, but this is an area that should be dealt with by those desiring to formulate new alternative public school programs.

Programs Allow for Innovative Types of Learning

Most of the programs described provide alternative learning environments and opportunities for the students. Learning takes place in many different ways and settings. The Cleveland Public School programs provide students an environment in which to acquire needed skills. Alternative programs have shown the value of experience to the student as learner. They have allowed the student to experience the real world and real work as in Catalyst or the Cleveland programs. The Mayfield Early Graduation Program has allowed students the freedom of early exit from the system. Alternative programs have provided students with opportunities to test out their interests in a real setting and to work with community problems as the Parma ETI students do. The programs have not rejected traditional learning interests of students, and most of the programs allow students to learn in the traditional mode as well. ETI, Berea Hundreds, Concept I, Catalyst and others are equally flexible. The basic learning skills are a part of the alternative programs, in addition to focus on student interest, experience, and input. Thus both students and teachers play significant roles in developing the educational program.

Programs Provide Choice

It has been amply demonstrated that the programs involved in this study provide much needed and wanted choice for public school students. Whereas traditionally the student in a compulsory school setting had little or no choice, there is now available an alternative. Students at Mayfield may choose a program which is completely separate from the usual program, and students at Shaker High School may choose to spend a part of their school day engaged in alternative projects provided by Catalyst.

On the basis of the above conclusions, and the positive support noted by those working with the programs, it is felt that these programs are meeting real needs and should be continued and expanded as alternatives in the public schools.

Implications For Further Study

Research studies answer many questions, but they also raise further questions. As a result of this descriptive study, many questions were raised in the mind of the project director that were not intended to be answered by this study. Nonetheless these questions should at sometime be considered. These implications are not necessarily being suggested as research areas for the foundation to support, but rather as separate questions which might be of interest to future researchers in alternative education. A detailed discussion of these issues can be found in the complete report.

CHAPTER 5

THE ROLE OF FOUNDATIONS

Direct foundation support of alternative public school programs is not as crucial as it is in the case of private alternative schools, since public schools have a base of tax support. However, this does not mean that foundation support is not indicated or necessary. There are other roles that the foundation can and should play vis-a-vis these programs. Following is a list of recommendations of ways in which the project director feels the foundation can play a unique role:

1. Fund Programs:

It is recommended that the foundation continue to fund aspects of these programs for which there are no budgeted public monies. Often this money can be used as seed money to get a program started as was done in the case of Catalyst. Monies might also be provided for community councils or grass roots groups to work with alternative programs in helping them get started. Alternatives provide a way for community groups to get totally involved in control of the educational process.

2. Continued Descriptive Studies:

It is recommended that descriptive studies be continued. It is important to continue to build the alternative educational literature, in order to provide an historical record, material for others to use as a resource and material for dissemination of information to other educators or to parents and students who may want to avail themselves of these programs but have little or no way of learning about them.

3. Evaluation Studies:

It is recommended that requests for Foundation support for evaluation of these programs be looked at carefully, considering the stage of development of the program and the type of evaluation proposed. Allan Glatthorn, one of the leaders of the alternative movement, made the specific recommendation that alternatives not be evaluated during their formative years, but rather be allowed first to develop their programs fully. Glatthorn urged that alternative schools be allowed to fumble or even to fail and note their own problems and that a moratorium on evaluation of programs be declared. There are few instruments available to measure the kinds of outcomes that are valued by alternative schools. Traditional testing devices should not be used to evaluate these types of programs. If the alternative is right for those in it, then it is not necessary that it be compared to more traditional programs. If an evaluation is projected, it should be based upon the program's own goals, as was the case with ETI in Parma, and instruments should be used which will measure achievement. New criteria and instruments need to be developed for alternative programs before valid evaluation can occur.

4. Support of Conferences:

It is recommended that the foundation continue to support and facilitate dialogue among those interested, those who are exploring interest, and those who are involved in alternative education. This may be done through conferences which serve the positive function of arousing consciousness about alternatives.

5. Support of Workshops:

It is recommended that the foundation support efforts at Teacher Training in the form of workshops on Alternative Education in cooperation with school districts and/or universities, to help teachers and prospective teachers develop their own ideas on alternatives. These types of workshops would be predicated on the assumption that often the most significant alternatives emerge from grass roots groups and that these groups need support to develop their plans.

To facilitate the involvement of those in the exploratory phases with those in the doing phases, a type of residency could be developed. Residencies in alternative programs for teachers and administrators who need to have actual experience in programs before trying to implement them could be supported.

6. Establishing a Clearinghouse:

It is recommended that the foundation establish (in cooperation with a university and a local school district) a center or clearing house of information as a resource for the Cleveland area for persons working for change in schools to gain information and support. In this center, current information, media, resources, workshops, and dialogue would be maintained and kept current for use in the Cleveland community. It could also try to interpret alternative programs to colleges and universities since interpretation has been identified as a need by those in programs such as New School.

7. Support of Students:

It is recommended that the foundation provide support for individual students to attend alternatives in other schools. This could be done using the concept of the voucher plan or an educational credit card. This was recommended last year for alternative schools, but if inter-district cooperation could be obtained, it would be feasible for public school alternatives as well.

8. Inter-District Alternative:

It is recommended that the foundation facilitate the formulation of an inter-school system, university model, cooperative alternative program. The Pace Association had supported an inter-district alternative school feasibility study among four public school districts. This might be reevaluated in view of the current study, or perhaps the districts might explore the possibility of cooperative efforts in allowing students from one district access to an alternative in another district which better meets their needs.

Summary

This study has demonstrated that alternative public school programs in the Greater Cleveland area are important. They are serving a diverse, pluralistic society. They tend to meet unmet needs of particular groups, they seem to serve as a catalyst within and outside the school system, they allow for innovative learning and teaching styles and creative learning environments, and they provide choice for students who need a different type of program than that traditionally provided.

Several implications came to mind as a result of the study which suggest areas for further research, though not necessarily those which should be supported or given top priority by the foundation. Following the conclusions and implications, several recommendations were made as to the role of the foundation vis-a-vis these programs. It should continue to support the descriptive study of alternatives, keep evaluative research at a minimum in the beginning phases of a program, provide seed money to new programs to give them a start or fund aspects that cannot be provided through public money, fund further research on alternatives, sponsor conferences to disseminate information about alternatives, support workshops on alternative education in cooperation with school districts and/or universities, establish a clearinghouse of information in the Greater Cleveland area as a resource for use by those in the community who may wish to keep current on alternatives, and foster inter-district cooperation in establishing alternative programs.

As alternatives become available to the society in all aspects of its existence, educational alternatives need support to continue to grow and foster the ideas and ideals of a pluralistic democratic citizenry.

SELECTED BIBLIOGRAPHY

BOOKS

"Alternative Schools: Pioneering Districts Create Options for Students." Arlington, Virginia: National School Public Relations Association, 1973.

Arons, Stephen, and others. **Alternative Schools: A Practical Manual**. Cambridge: Center for Law and Education, Harvard University, 1971.

Barth, Roland S. **Open Education and the American School.** New York: Agathon Press, 1973.

Boulding, Elise. **New Approaches to Learning: Alternative Education and Open Schools.** Washington, D.C.: Commission on Science Education, American Association for the Advancement of Science, 1971.

Bremer, John and Michael Von Moschzisker. **The School Without Walls: Philadelphia's Parkway Program.** New York: Holt, Rinehart and Winston, 1971.

Brown, Frank. **The Non Graded High School.** New Jersey: Prentice-Hall, Inc., 1963.

Fantini, Mario D. and Weinstein, Gerald. **The Disadvantaged: Challenge to Education.** New York: Harper and Row, 1968.

Freire, Paulo. **Pedagogy of the Oppressed.** New York: Herder and Herder, 1970.

French, William Marshall. **American Secondary Education.** 2nd ed. New York: Odyssey Press, 1967.

Graubard, Allen. **Free the Children: Radical Reform and the Free School Movement.** New York: Pantheon Books, 1973.

The Great Atlantic and Pacific School Conspiracy. **Doing Your Own School: A Practical Guide to Starting and Operating a Community School.** Boston: Beacon Press, 1972.

Gross, Ronald and Beatrice, (eds.) **Radical School Reform.** New York: Hart Publishing, 1970.

Gross, Ronald and Paul Osterman (eds.) **High School.** New York: Simon and Schuster, 1971.

Molloy, Laurence and others. **Places and Things for Experimental Schools.** New York: Educational Facilities Laboratories, 1972.

Moore, Donald R. and others. **The Metro School: A Report on the Progress of Chicago's Experimental "School Without Walls."** Chicago: Urban Research Corp., 1971.

Reimer, Everett. **School Is Dead.** Garden City, New York: Doubleday and Company, 1971.

Saxe, Richard W., ed. **Opening the Schools: Alternative Ways of Learning.** Berkeley: McCutchan, 1972.

Silberman, Charles E., **Crisis in the Classroom: the Remaking of American Education.** New York: Random House, 1970.

Sizer, Theodore R. **Places for Learning, Places for Joy: Speculations on American School Reform.** Cambridge: Harvard University Press, 1973.

Stemnock, Suzanne K. **Alternative High Schools: Some Pioneer Programs.** Circular #4. Washington, D.C.: Educational Research Service, June, 1972.

Watson, Douglas. **Alternative Schools: Pioneering Districts Create Options for Students.** Education USA Special Report, 1972.

Wurman, Richard Saul, ed. **Yellow Pages of Learning Resources**. Cambridge: MIT Press, 1972.

PERIODICALS

"An Experiment in Free Form Education," **Ohio Schools**, (April 10, 1970), 30.

"Alternatives to Tradition," **Education Yearbook.** New York: McMillan, Free Press, 1973-74.

Armstrong, D. G. "Alternative Schools: Implications for Secondary School Curriculum Workers," **High School Journal**, 56 (March 1973), 267-275.

Baines, J. and Young, William. "Sudden Rise and Decline of New Jersey Street Academies," **Phi Delta Kappan**. 53 (December 1971), 200-201.

Barr, Robert D., Vernon H. Smith and Daniel J. Burke. "All About Alternatives," **Nations Schools**, 90 (November 1972).

Blackman, N. "Metro: Experimental High School Without Walls; Chicago," **National Association Secondary Schools Principals Bulletin.** 55 (May 1971), 147-150.

Bock, Frederick S. and Wanda Gomula. "A Conservative Community Forms an Alternative High School," **Phi Delta Kappan.** 54 (March 1973).

Broudy, Harry S. "Educational Alternatives—Why Not? Why Not?" **Phi Delta Kappan.** 54 (March 1973).

Brownson, Bill. "Alternative Schools and the Problem of Change: School is a school is a school is a school . . ." **Contemporary Education.** 44 (April 1973). No. 4.

Coleman, James S. "The Children Have Outgrown the Schools." **National Elementary Principal.** October 1972.

Changing Schools. National Consortium for Options in Public Education. Bloomington, Indiana: Indiana University.

Center for New Schools. "Strengthening Alternative High Schools" **Harvard Educational Review**, 42 (August 1972).

deTurk, Philip and Mackin, Robert. "Lions in the Park: An Alternative Meaning and Setting for Learning". **Phi Delta Kappan.** 54 (March 1973).

Divorky, Diane. "Berkeley's Experimental Schools." **Saturday Review.** 55 (October 1972).

Doll, R. C., et. al. "Systems Renewal in a Big City School District, the Lessons of Louisville." **Phi Delta Kappan.** 54 (April 1973), 524-534.

Dobbins, Alan. "Instruction at Adams," **Phi Delta Kappan**. 52 (May 1971).

Edwards, Conan S. "Developing Alternatives in Education," **NASSP Bulletin.** 56 (May 1972).

"Experimental Schools Program," **Nation's Schools**, 88 (September 1971), 56-58.

Fantini, Mario "Alternative Patterns of Community Participation in Public Education," **Minnesota Education**. 1 (Spring, 1973) 13-20.

Fantini, Mario. "Alternatives Within Public Schools," **Phi Delta Kappan** 54 (March 1973), 444-448.

Fantini, Mario. "The What, Why and Where of the Alternatives Movement," **National Elementary Principal** 52 (April 1973), 14-22.

Greenberg, James D. and Roush, Robert E. "A Visit to the 'School Without Walls': Two Impressions." **Phi Delta Kappan,** 51 (May 1970).

Gross, Ronald "From Innovations to Alternatives: A Decade of Change in Education." **Phi Delta Kappan.** 53 (September 1971), 22-24.

Harvard Educational Reveiw, August, 1972.

Holton, C. K. "Challenge of Change: Roles and Relationships: Woodlawn Experimental Schools Project," **Educational Leadership**, 29 (February 1972), 391-393.

Howes, Kimball L. "Reaching the 'Tuned Out' Student on his Own Terms," **Ohio Schools**. 64 (Nov. 26, 1971), 20-21.

Hutchins, Robert M. "The Great Anti-School Campaign," **The Great Ideas Today**, 1972. Chicago: Encyclopaedia Britannica, 1972.

Illich, Ivan. "The Alternative to Schooling," **Saturday Review.** 19 (June, 1971), 44-48.

Janssen, Peter A. "Skyline: The School with Something for Everyone," **Saturday**

Review. 60 (December 1972).

Jenkins, Evan. "Community Life: Schools Become the Hosts for Public Services," **The New York Times.** (December 23, 1973).

Guernsey, John. "Portland's Unconventional Adams High," **American Education**, 6 (May 1970).

Kozol, Jonathon. "Free Schools: A Time for Candor," **Saturday Review**. 4 (March 1972).

Levine, C. "John Dewey School Adventure," **Phi Delta Kappan**. 53 (October 1971), 105.

Lewis, B. R. "Innovative High School in a Midwestern Suburb," **Phi Delta Kappan.** 53 (October 1971), 105.

Lydiard, Beverly and Beverly Simon. **Kaleidoscope**. Mass. Dept. of Education, 1973.

McPherson, R. Bruce and others. "Options for Students in Ann Arbor," **Phi Delta Kappan**. 54 (March 1973).

Morse, David. "The Alternative," **Media and Methods.** 7 (May, 1971), 28-34.

Munay, Helen. "Students Drop In, Not Out," **The Clearing House.** 46 (January 1972), 289-300.

Murray, H. G. "Students Drop In, Not Out: Lynchburg Learning Center Virginia," **Clearing House**. 46 (January 1972), 300.

NASSP Bulletin. 57 (September 1973).

National Consortium on Educational Alternatives. "What is an Alternative School," **Changing Schools.**

"Need for Alternative Schools Within the Public School System," **School Management**. 17 (April 1973), 8-9.

New Schools Exchange Newsletter. 30 W. Cota, Santa Barbara, California 93101.

Outside the Net: A New Magazine in Education. P.O. Box 184, Lansing, Michigan, 48901.

Parker, John L. "Teacher Training at Adams," **Phi Delta Kappan**. 52 (May 1971).

Patton, William and Anderson, Robert A. "Education Vouchers for the Community?" **Theory Into Practice**. 11 (February 1972).

Perron, Jack "Alternative Publishing and Education," **Phi Delta Kappan.** 54 (March 1973), 461-464.

Phi Delta Kappan, March 1973.

Pugh, Nathaniel Jr. "The Human Element in Alternative Education," **NASSP Bulletin**. 52 (May 1972).

Render, Gary, et. al. "Directory of Organizations and Periodicals on Alternative Education," **The Journal of Creative Behavior**. 7 (1973), 54-66.

Shane, H. G. "Innovation: An Ongoing Process," **Educational Leadership**. 30 (March 1973), 507-509.

Smith, Mortimer. "CBE Views the Alternatives," **Phi Delta Kappan**. 54 (March 1972).

The Teacher Paper. 2221 N. E. 23rd, Portland, Oregon 97212.

This Magazine is About Schools. The Esplande, Suite 301, Toronto 215, Canada.

Wertheimer, Patricia. "School Climate and School Learning," **Phi Delta Kappan**. 52 (May 1971), 518-530.

ALTERNATIVE PROGRAMS IN PUBLIC SECONDARY SCHOOLS IN GREATER CLEVELAND:

A DESCRIPTIVE STUDY

SECTION I

INTRODUCTION, OVERVIEW OF EXISTING PROGRAMS, LISTING
OF LOCAL PROGRAMS, ABSTRACTS OF SCHOOLS STUDIED,
CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

Presented to

THE MARTHA HOLDEN JENNINGS FOUNDATION

Project Director

Sally H. Wertheim, Ph. D.

Project Consultant

William P. Hoffman, Ed. D.

Research Associates

Shayen George
Elaine Kazak
Lynda Kincaid, M.A.
Suzanne Murray
Judy Neuger, M.A.
William Stern
David Whittaker
Michael Zajdel

Research Consultants

Judie Rose
William Rosenfeld, J.D.

March 1974

ORGANIZATION OF THE REPORT

This report is set-up so that each section can stand alone and be considered as an individual study. Each has its own Table of Contents and footnotes, though each follows the same format as far as organization of content is concerned. Section I contains the introduction, explanation of the study, overview of alternative schools both nationally and locally, an abstract of each of the programs, and the final recommendations of the project director. Thus Section I may be considered an abstract of the entire report, bearing in mind that much of the detail will be lost if only Section I is consulted.

TABLE OF CONTENTS

Page

ORGANIZATION OF THE REPORT ii

SECTION I

CHAPTER

1. INTRODUCTION, PROCEDURES, DEFINITIONS................. 1

2. AN OVERVIEW OF PUBLIC SCHOOL ALTERNATIVES............. 13

3. AN OVERVIEW OF GREATER CLEVELAND PUBLIC SCHOOL ALTERNATIVE PROGRAMS NOT INCLUDED AS PART OF THE IN-DEPTH STUDY.................................. 33

4. SUMMARIES OF ALTERNATIVE PROGRAMS INCLUDED IN THE IN-DEPTH STUDY.................................. 48

5. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS......... 67

SELECTED BIBLIOGRAPHY...................................... 83

SECTION II

BEACHWOOD CITY SCHOOLS: CONCEPT I

SECTION III

BEREA CITY SCHOOLS: ONE HUNDREDS PROGRAM

SECTION IV

CLEVELAND HEIGHTS - UNIVERSITY HEIGHTS CITY SCHOOLS: NEW SCHOOL

SECTION V

CLEVELAND PUBLIC SCHOOLS: WOODLAND JOB CENTER

SECTION VI

CLEVELAND PUBLIC SCHOOLS: WORK-STUDY PROGRAM

SECTION VII

MAYFIELD CITY SCHOOLS: EARLY GRADUATION PROGRAM

SECTION VIII

PARMA CITY SCHOOLS: EDUCATION THROUGH INQUIRY PROGRAM

SECTION IX

SHAKER CITY SCHOOLS: CATALYST PROGRAM

---

[1] Each section is paginated independently and detailed Tables of Contents may be found within each section.

CHAPTER 1

INTRODUCTION

In January of 1973, the study "Alternative Schools in Greater Cleveland: A Descriptive Study" was completed. This study and its subsequent conclusions generated much comment and interest on the part of the Greater Cleveland educational community in general, and more specifically on the part of its sponsor, The Martha Holden Jennings Foundation. As a result, Mr. George B. Chapman, Jr., Chairman of the Advisory Committee of the Jennings Foundation, felt it would be important to do a similar study in order to research and describe alternative programs which were being conducted in Greater Cleveland public schools. In addition to a description of these public school alternative programs, Mr. Chapman asked the project director to assess whether they are meeting real needs and to make recommendations as to a role The Foundation should have vis-a-vis these programs.

Scope and Limitations of the Study

A preliminary survey of existing alternative programs in Greater Cleveland public schools showed that because of numbers it would be advisable to limit the study to public high schools. The study only considers alternative programs in school systems which provide choices to students between programs. The study's major focus is descriptive and focuses on what was happening at the time the study was done. It in no way attempts to evaluate the programs. In those cases where the school system may have done an evaluation of the program, this procedure and the results are reported. It was decided that long established programs such as those which take place in separate vocational high schools would not be studied in-depth. The study does not purport to be comprehensive, but only considers eight programs selected by the Foundation. In addition, a survey was done of all the school districts in Cuyahoga County, Ohio to assess the existence of alternative programs which are not covered by this study. The results of this survey may be found in Chapter 3. The study does not consider modifications within existing traditional programs such as mini-courses or electives.

The purposes of the study are:

1. To provide a description of alternative programs within public high schools.
2. To compile a written history of these programs.
3. To provide information necessary to later compare innovations in alternative schools within and without public school systems.
4. To collect and disseminate information about alternative programs.
5. To make recommendations to the Foundation about its possible involvement in alternative public school programs.

Definitions of Alternatives in the Educational Literature

At the outset of this study, it was necessary to set certain parameters for the study in order to identify and choose the schools which would make up the population of the study. One of the hopes of the Project Director was that a definition would emerge from the research that could then be stipulated for Alternative public school programs.

In order to stipulate this definition, it is first necessary to consider some of the definitions already stated in the alternative educational literature. Noteworthy is the fact that public schools themselves were originally alternatives. They emerged in the early nineteenth century as another form of schooling for students whose parents could afford them the luxury of not working. Thus not only were they alternatives to the then existing diverse forms of education, but they were alternatives to child labor in the mills, apprenticeship systemsor wandering in the streets. As the public school movement grew and was supported by compulsory education laws, there also emerged attempts to change the system. The progressive movement of the thirties was one of these early reform movements which voiced many of its ideas through the writings of John Dewey and the Eight Year Study.

More recently another group of reformers have reemphasized that children learn as individuals and in different ways in a pluralistic society. The society, the family, the peer group, the media and other institutions are responsible for education, as well as the school. During the sixties educators were reminded that schools had shortcomings and limitations which sometimes prevented them from achieving their goals for all children.

Emerging from much of this was a group of Alternative Schools which are referred to variously as schools without walls, mini schools, open schools, learning centers, learning communities, free schools, street academies and various other ways including alternative schools. These schools have attracted much interest, have received major foundation grants and have been reported about extensively. In addition to this group of schools, there has also emerged a movement toward establishing alternatives within public school systems.

To attest to the growing interest in this movement, one can cite evidence of the establishment of the National Consortium for Options in Public Education sponsored by Indiana University. The consortium consists of a group of public school systems, teacher training institutions, educational organizations and individuals that are interested in the growing alternative public school movement. The consortium sponsors conferences and publishes a newsletter, Changing Schools, papers, and a directory of alternative public school programs. Interestingly enough, few of the Cleveland programs are listed in this directory, yet they meet the criteria for inclusion.

In October of 1973, the Consortium sponsored an International Convention on Options in Public Education. Attendees, numbering well over one thousand, represented forty-four states and six other countries, and consisted of students, teachers, administrators and university people,all interested in alternative programs. The consortium claims to have identified more than 750 secondary schools or programs in the U.S. which serve about one-half million students. That represents only about 2.5% of the secondary enrollment in the country, but it also equals the entire secondary school enrollment in the state of Indiana.

Toward a Definition

What is Alternative secondary education? Educators like Mario Fantini, Ivan Illich, Alan Graubard, Dwight Allen and Allan Glatthorn regularly attempt to answer this question. Often there is a debate, and this was evident at the conference in October, between those who seek reform within the system and those more radical persons who seek to reform the entire system. The former affirm or accept public schooling as it is now constituted; the latter question the very foundations of that system. The latter would probably be that group which initially became involved in the alternative or free school movement. Thus two types of movements are clearly recognizable--those which occur within the public schools and those which occur without. The focus of this report is clearly the former.

Mario Fantini has neatly classified many of the efforts currently being made by teachers, parents, students and administrators in order to develop other ways of educating the pluralistic student body. Fantini has characterized these as schools within schools, classroom alternatives, separate alternative public schools, systems of alternative schools,multi-cultural schools, community schools, schools without walls and skills training schools.[1] Detailed descriptions of these and other current programs may be found in Chapter 2. Fantini has also stated that these programs should provide choice, be significantly different, involve the local community, have their own location, be non-exclusive and not be more expensive than traditional programs.[2]

Allan Glatthorn, at a recent "Alternative Education Conference" of the Associated Public School Systems held in Cleveland, delineated three types of alternatives for public schools. The first which he called schools are separate, different and have an autonomous budget. These range from the more radical free schools to the more conservative schools such as the military academy or career schools. Secondly are programs which are part of an existing school's instruction and budget. These are usually thematic in scope. Third are paths which exist for individual students to enable them to do something as an alternative away from the school. These might include work, college, TV courses or independent study.[3]

Ivan Illich, the most radical of the reformers of the sixties has categorized alternatives into three broad categories. He discusses the reformation of the classroom within the existing school system; the creation and dispersal of free schools throughout the society; and the transformation of all society into one large classroom. This latter idea is characterized by his concept of deschooling.[4]

The 1973-74 Education Yearbook reports a rapid expansion of the movement to establish nontraditional schools. These schools are described as those in which grading systems and schedules are not as important. Students identify and pursue their own learning goals with teachers serving a less directive role. The atmosphere is non-competitive and supports the type of learning that is predicated upon individual interest.[5]

Having considered the foregoing ideas and having studied the alternative programs in greater Cleveland, a similar, yet somewhat different definition will be formulated for this particular study. To understand this definition, the alternatives studied can be placed along a continuum. The continuum would range from special programs which involve only a part of the school day as Catalyst, to total programs which are schools within a school, such as New School. These programs all provide options for high school students. Each of the programs contains elements sufficient to characterize it as an alternative based upon the current alternative literature.

Definition of Alternatives

Because of time limitations, no exclusive or exhaustive stipulative definition has been attempted. This would have necessitated years of research and philosophical analysis of the type that educational philosophers such as R. S. Peters, Israel Scheffler and B. O. Smith undertake. This is well beyond the scope of this research, though certainly of great value for future study. The ways "alternative" is currently used might characterize it as a word of art, one that is dynamic, whose meaning is fluid and changing to reflect the changes in the movement. At one extreme the participants in an alternative program could, at any time, do whatever any of them wished, including nothing. At the other extreme there would be agreement that no alternative was available to the student who sat each day in the same chair in the same room during the same hours to hear programmed lectures about subjects selected for the student by someone with whom the student had no relationship.

The definition formulated for this study implies at least two notions: choice and difference. Choice requires that the rules and practices of the institution permit choice to be made and that someone be designated to make it. Choice implies that the person with respect to which the choice is made has the opportunity to do the thing that was chosen. "Alternative" means that there is more than one thing available and that the alternatives available pivot about a single concept, the educational experience of the student. Difference requires the ability to discern one program from another. It implies that the distinctions are substantial as to the nature of the thing to be done rather than merely its form. In other words it is important to change the substance, not just the organization of the experience.

Balancing choice and difference on the fulcrum of valid educational experience, the following working definition of alternative public secondary school programs in Greater Cleveland seems useful:

> An alternative program is an approved educational program in which each eligible student is permitted to select and learn in an educational environment that is distinctly different from the usual learning environment.

Certainly this definition is not exhaustive. It does not include such elements considered essential by many theorists as: student involvement in governance and curriculum design; equality of eligibility among all students; cost not more than traditional programs; community involvement; or the inclusion of social purpose. It is not the purpose here to define alternatives so narrowly in order to restrict the inclusion of programs, but rather to describe fully the programs which do exist so that they may serve as models for those desirous of trying to provide choices for their students. Hopefully as these alternatives continue to evolve and profliferate, a more significant definition will emerge which will be more instructive to students and to educators. Much research remains to be done in this area.

Procedure

Dr. Sally H. Wertheim, Coordinator of Teacher Education at John Carroll University, Cleveland, Ohio was appointed as project director. Dr. William P. Hoffman, Associate Professor at John Carroll University, served as project consultant. Dr. Wertheim spent the initial phases developing the proposal and procedure and recruiting the research team. Dr. Hoffman assisted Dr. Wertheim and worked directly with the two researchers who were responsible for the Cleveland Public School programs. He also assisted in the planning and meetings with the researchers.

Six graduate students and two post master students comprised the research team. Two of these students had worked on the "Alternative Schools" project and were experienced in this research. Lynda Kincaid and Judy Neuger have Masters Degrees and are certified teachers. Four of the other six are also certified teachers. The other two researchers are graduate students preparing to be school psychologists. The team all participated in planning sessions with the project director and consultant prior to beginning the research. Shayen George did the Work Study program of the Cleveland Public Schools. Elaine Kazak studied the Education Through Inquiry program of the Parma City Schools. Lynda Kincaid did the Concept I program of the Beachwood City Schools. Suzanne Murray was responsible for Catalyst of the Shaker Heights City Schools. Judy Neuger studied New School of the Cleveland Heights-University Heights City Schools. She was assisted in this by Michael Zajdel. William Stern did the One Hundreds program of the Berea City Schools. David Whittaker was responsible for the Woodland Job Center program of the Cleveland City Schools. Michael Zajdel did the Early Graduation Program of the Mayfield City School District as a prototype program.

Each researcher followed much the same procedure and reported the results in a uniform fashion so that the material can be easily followed by the reader. The following questions were considered by each researcher:

1. What are the program's objectives?
2. How and why was the program initiated?
3. What are some pertinent data about the programs?
   (a) statistical data (b) student and personnel data (c) financial data (d) descriptive data (e) school's own evaluation of the program.

4. In there a need for these programs within a public school?
5. In there a role for foundations vis-vis-these programs?

The results were then organized under the following chapter headings?

1. Introduction and Background
2. Data
3. Program
4. Student and Teacher Interviews
5. School's Self Evaluation, Problems and Impact

The researchers followed much the same procedure, while allowing for differences mandated by the type of program being considered. Each researcher spent time observing the program to which he/she was assigned. In order to do this, instruments which had been previously developed by the team [6] were used to provide uniformity in outcome. Interviews with key school personnel such as administrators, teachers, staff and students were held. All available documents were studied. Any previous evaluations already conducted by the school were used, but only in a descriptive way. Meetings with staff or others involved in the program were attended. Questionnaires were given to students and their results reported. Shadow studies were done, when advisable, field trips were attended and any and all activities that were available to the researcher were covered, whenever possible. In this way, it was hoped that an overall description of the program would be obtained at the time the researcher was conducting the study. It should be noted that programs of these types often change and that the descriptions reported are as of a particular point in time.

The research consultants also served important functions. Judie Rose who is a post bachelor student at John Carroll University and who has worked in alternative schools compiled the data for the overview chapter. William Rosenfeld who has been very active in the Alternative School movement through his association with CULC, The National Consortium on Options in Public Education, and who is also one of the New School teachers was very helpful in a research consultant capacity and is responsible for most of the material on a definition of alternative public schools.

The project director worked to coordinate the efforts of the research team and was available to consult with the team. She also made the initial contacts with the administrators responsible for the programs being studied and visited them with each researcher, except in the case of the Cleveland Public Schools programs which were coordinated by Dr. William P. Hoffman. Dr. Wertheim then edited the reports into the final report and made the final recommendations to be found in Chapter 5.

Special thanks go to the faculty of John Carroll University, especially Dr. F. T. Huck and Dr. Patricia Kearney who helped in the recruitment of the researchers, and to Dr. R. A. LeGrand, Chairman, who provided support, and to the many school systems, their students, teachers, administrators, and School Boards without whose cooperation and assistance this study would have been impossible. To the typist, Mrs. Rhoda Lefkof goes an especial debt of gratitude. Mrs. Joan Johnson of the Jennings Foundation helped immeasureably to facilitate many of the details of the study. Much guidance, counsel and advice was provided by Mr. Henry Doll, consultant to the Jennings Foundation. Needless to say the Martha Holden Jennings Foundation and Mr. George B. Chapman, Jr., had the foresight to make this study possible.

BEST COPY AVAILABLE

FOOTNOTES

[1] Mario Fantini, "The What, Why, and Where of the Alternatives Movement," The National Elementary Principal 52 (April, 1973), 14-22.

[2] Ibid.

[3] Allan Glatthorn, Speech given at the Alternative Education Conference, Cleveland, Ohio, November 29, 1973.

[4] Ivan Illich, "The Alternative to Schooling," Saturday Review (June, 1971), 44-48.

[5] "Alternatives to Tradition," Education Yearbook, New York: McMillan and The Free Press, 1973-74.

[6] It is important to note the value of the work done by the research team in the 1973 study on "Alternative Schools" as background.

CHAPTER 2

AN OVERVIEW OF PUBLIC SCHOOL ALTERNATIVES

The movement toward available public school alternatives on the national level can be characterized as one of growth and proliferation. Alternative public schools; where did they come from, what is their make-up and where are they going? Is it a revolutionary period of educational change or just another slogan or fad soon to be forgotten as another takes its place? One realization is apparent; alternative public schools are rooting themselves deeply into the educational system. According to Bill Brownson, during the past two years a national consortium on education alternatives has been established, two national and a series of regional conferences have been held on the subject of alternatives, a number of professional associations have conducted workshops at national meetings on public alternatives, teacher education programs have been adapted, major educational journals have included feature articles on alternatives and the United States Office of Education has funded over 12 million dollars for experimentation with alternatives.[1] Today more than sixty school districts are either operating or developing alternative schools.

There are historical antecedents for the public alternatives movement. The civil rights movement of the 60's brought forth a newer form of the community school; both an attempt at local community control of schooling through more effective use of political machinery and an attempt to develop a human school, respondent to the needs of both the student and the community in which the resources and experiences of the community could be brought into the sphere of schooling. Prior to this from the 1930's and still continuing has been the community school of the Flint, Michigan model.

The counterculture movement has also influenced the development of public school alternatives. The counterculture movement went outside of the "repressive, authoritarian" public schools in order to "sponsor alternative institutions that are free to develop new learning environments that are personally liberating and geared to individual and group lifestyles."[2] Many members of the free school movement want no part of public school alternatives, fearing that their programs will lose their effectiveness as they are coopted by the very system they are seeking to change. However, educators evaluating their various options look at the high mortality rate of free schools and seek a more lasting educational change agent. Thus while part of the inspiration for alternative public schools may have come from the proliferation of free schools, some observe that the incentive may have resulted from free school failures; those concerned with educational change conceding that the best hope for viable options is from within the system, not outside.[3]

The British open school concept has also been significant. Not proposing as radical solutions as the counter culture movement, open schools still concentrate primarily on academic disciplines while emphasizing that the learner is free to explore these academic areas in a more'natural, experiential way'.[4] In the United States, the movement has found great success in the development of the middle school. In addition, at all levels of schooling, it is often implemented in the form of an open classroom. In this form, it acts as an experiment testing the feasibility of alternatives and/or as an introduction to restructuring of the larger unit of the school itself.

The voucher plan, developed by Economist Milton Friedman and Christopher Jencks, has influenced the development of the alternative public school in that it applies the concept of a free market economy to schooling. Two basic ideas from the free enterprise system are associated with voucher proposals: 1)competition among schools and/or philosophies in the sale of educational services and 2)consumer regulation of the educational product by selective purchasing of educational services.[5] Educational vouchers developed primarily as a result of the inability of low income parents to influence the type of education their children received and to allow such parents to send their children either to public, private, parochial or any new alternative school without extra cost. The United States Office of Economic Opportunity was also interested in seeing what types of alternatives developed in communities where parents had the opportunity to choose schools for their children. Three school systems sponsored by the Office of Economic Opportunity are currently studying the voucher plan: Alum Rock, San Jose; San Francisco School District and the Seattle School District, as is New Hampshire.

Concurrent with the community school movement, the counter culture movement, open schools and the voucher plan; humanization was attempted within the public schools. Team teaching, modular scheduling, individualized programs, compensatory education, new curriculum projects stressing inquiry learning, programmed instruction and teaching machines were all introduced with few real improvements as they soon were absorbed into the traditional educational patterns previously existing. The demand for accountability and a more personalized, individualized form of schooling grew along with a greater sense of political efficacy on the part of the general public. As an answer to these demands, the alternative publuc school has been developed.

What is the make up of these public alternative schools? Concentrating on the alternative high school, what do they all have in common, or rather what are the criteria necessary for a high school to be included in the alternative high school category?

Choice is on the top of the list; be it a list of common elements or of necessary criteria. The National Consortium on Educational Alternatives states that an alternative school "Must provide the educational clientele--the students and parents with a choice; i.e. the community should have the freedom to choose between educational options. If there is no 'free choice,'the program would be little more than a grouping device."[6] Students therefore should be able to voluntarily enroll in an alternative school as an option to the regular high school program available in their district. Many arguments can be made in favor of choice; noting its consistency with psychology--appealing to variation in learning styles, with pedagogy--appealing to the legitimacy of a variety of teaching styles,and with our political system--appealing to the maximization of consumer choice and the subsequent minimization of conflict among interest groups. Competition is a part of the American ethos, part of the definition of democracy. In addition, competition becomes very important as a means for self renewal through the supply and demand concept.

Secondly, "the alternative school must have a program or curriculum that is significantly different from the conventional or regular program."[7] Within the alternative public high school, there should be an alternative approach to teaching and learning in core subjects, rather than options only in the areas of enrichment or elective courses. It should be a total program; not just a short class or a part of the school day. This usually involves a more comprehensive set of goals and objectives than conventional programs; often including some or all of the following: the improvement of student's self concept, the development of individual talents and uniqueness, as well as the skills and techniques of living and working with others, the understanding and encouragement of cultural plurality and diversity, to rework the idea of the school to an image of school as an acceptable resource for learning and encouraging the belief that learning is respectable and meaningful, the developmentof new teacher-student roles in order that both learn to become part of a learning community, the development and availability of many different instructional patterns, materials and course, and the understanding that learning is not always confined to a school building nor is the school isolated from the community. In addition, grading procedures and age divisions are often fundamentally changed or eliminated and there are usually fewer rules or bureaucratic restraints on teachers or students.

Thirdly, the alternative public high school "should involve the local community - parents and students - in the planning, development, operation and evaluation of the alternative."[8] One of the fundamental "givens" of the alternative school movement is the belief in the ability of the people--parents, teachers and students - to make their own educational decisions. Through community involvement two things occur: 1) the community-school ties become closer and 2) those once critical of the schools are now helping to create alternatives. Schoolmen maintain that when alternatives are rooted in individual choice and develop out of the cooperative concerns of parents, staff and students, they are likely to be more lasting than those changes imposed by educators.[9]

Fourthly, the alternative school "should have a location, whether in a separate building, a wing of a school, a community facility or a few designated classrooms, so it can be identified geographically from the regular school program."[10] This aids in emphasizing that this school is different, that it has its own staff, governmental structure, policies and regulations, and limits the possibility that it will be coopted by the policies of the regular school and fade away into the distant past.

In addition, alternative public high schools are different from other kinds of experimental programs. They represent more options for the typical student.

Stemming from the very word alternative--one senses a real difficulty in making any generalizations about alternative public high schools. For they are homegrown innovations to meet local problems. Yet there are certain models of successful alternatives which have been adapted by a number of school districts. The school without walls model is one of them.

The Parkway Program in Philadelphia is the "granddaddy" of the school without walls concept. The program began in 1969 with 143 students and now enrolls 800. Its headquarters is located in a second-story loft in downtown Philadelphia. The students are selected through lotteries held in each of the school districts so that Parkway represents the same ethnic and economic mix as the entire district - approximately 60% black and 40% white. The student body is divided into 4 units each having approximately 200 students, 10 teachers and 10 undergraduate interns. Each unit creates its own courses, solicits community resources and volunteers and holds a regularly scheduled town meeting. Each unit is broken down into tutorial groups of about 20 pupils, one teacher and one intern. The unit meets daily for about one hour to plan schedules, have personal counselling and make up deficiencies in math and reading. In all, Parkway offers over 250 courses and includes 90 cooperating institutions. There are no grade levels at Parkway, no ability groupings. Students, as well as teachers are graded by written evaluations of their work.[11] "School" is the city of Philadelphia and the life of the city often becomes the curriculum. Students are expected to choose at least one "institutional offering" a course or activity offered by one of the scientific, business, cultural or journalistic institutions along the Benjamin Franklin Parkway.[12] The emphasis is upon the student becoming self-reliant, self defining and self directed; a responsible individual and a worthwhile member of a dynamic social group.[13]

Metro, located in Chicago, was one of the first take offs on the Parkway Program. It is an urban high school with a student body diversified by race, social background and economic status. It involves 350 students chosen from a city wide lottery and 22 full time teachers. The students select their own courses within broad requirements, participate in the evaluation and planning of individual courses, and in the making and implementing of policies affecting the entire community. A five part program consisting of learning units (9 week intensive course), individual placements, independent study, counseling groups and interest groups defines the various options at Metro.

Other programs similar to Parkway and Metro include the School Without Walls in Washington, D. C. begun in March of 1970, the Newport Plan in Newport, California begun in February of 1972, the School Without Walls begun in 1970 in New Rochelle, New York, and Gateway High School, which was established in New Orleans in February of 1971. The guiding principle behind all of these schools is that school is not a place but rather an activity--buildings are primarily headquarters for coordinating activities not for classrooms; and the human and physical resources of the entire city are a major resource for learning through direct student participation in the life of the community. A close relationship between staff and students and community decision making (staff, parents, and students) are also of top priority. Metro School has written a comprehensive list of outcome goals which can be taken as representative of the majority of the school without walls programs:

> Hopefully, when students leave Metro they will be able to:
>
> 1) learn and act independently
> 2) effectively employ basic skills of reading, writing, math and problem solving
> 3) understand their own emotions and the emotions of others;
> 4) understand social processes and pressing social issues and participate actively and effectively in the political process

5) feel a pride in their own cultural background, coupled with an understanding of and an ability to work productively with students from different cultural backgrounds
6) continue to develop strong individual interests and aptitudes.[14]

The school without walls concept of an alternative high school is perhaps the most clearly definable. Other alternative schools classify themselves as schools within schools, community schools, open schools and free schools--all having the same basic philosophy of individualized, responsive and flexible education but implementing this philosophy in various degrees and forms.

Pioneer Two, located in Ann Arbor, Michigan in an old elementary school building, is constituted as a school within a school of Pioneer High School. The students (120) are selected by lottery and are, by and large, intelligent, highly motivated and disenchanted with traditional education. Faculty are volunteers from Pioneer High School. The objective behind Pioneer Two is a tight internal organization balancing a free wheeling curriculum.[15] The basic structure consists of extended classrooms, individualized schedules, teacher-counselors and forums. A forum, the cornerstone of the school, consists of 22 students and a teacher counselor and its purpose is to foster effective communication among heterogeneously grouped students; act as a home base for the student; and design and carry out one project that benefits the school and one project that benefits the community. Grading is on a contractual basis.

Oak Park, Illinois' Experimental Program operates as a school within a school on a first come, first served basis, without regard to grades or academic standing. Four rooms within the high school are allotted to the program; in addition community resources are utilized. There are 150 students in the program, 4 full time teachers and 4 part time teachers. Credit for courses is determined by a contractual agreement between the student, the teacher, and the department chairman in the appropriate curricular area. Middletown, Connecticut has a similar school within a school consisting of 100 students. The Alternative School in Cubberly, part of the Palo Alto California School System is another example. So is the Downtown Learning Center in Atlanta. Along the same line, Great Neck, New York offers two alternatives: 1) a moderate school within a school which meets in a corridor of the main high school. The program is designed by the faculty, although students can suggest changes. The school keeps strictly to the curriculum requirements but allows students two days a week for independent study and requires an outside service project. Attendance is mandatory. 2) the Great Neck Village School allows students to design and evaluate their own program from scratch. Students select their own instructors, evaluate their own program and suggest grades.[16]

In general, the school within a school is a small, experimental project, usually consisting of between 100 and 200 students with the primary innovations being in the area of curriculum revision: courses of flexible length, more diverse course offerings, course credit for community projects and a contractual method of evaluation. Their objective is to reach those students turned off by the regular school environment through providing an unstructured, open environment, involving pupils in the planning and operation of the school and maintaining a high degree of individualization.

A variation on this theme is the St. Paul Open School, begun in the fall of 1971 with 500 students from grade K through twelve. Here the staff serves both as counselors and teachers. There are 17 teachers, seven of whom are part time and 20 teacher aides. Counting all the volunteers, St. Paul maintains a 1:3 teacher pupil ratio. There are no grade levels. The school is organized into major learning areas such as art, humanities, music-drama, math-science and industrial arts. Students follow their own interests--"a fifteen year old and an eleven year old may find themselves working side by side in the same science laboratory, or a ten year old may be helping a six year old to read."[17] No one is forced to take any course, but students are expected to live up to the commitment they make when they sign up for a subject. Additional courses are also available at nearby high schools and universities and work study programs are common.

Also emphasizing the non-graded approach and different ages working together is the Louisville, Kentucky Brown School which opened in September of 1972. The 500 students range from ages 8 through 16, 50% are black, 50% are white and about 1/3 of the student body is disadvantaged. The school features an open physical plant, individualized study, student involvement in decision making, a strong emphasis on the arts and frequent utilization of the city's commercial, civic and cultural resources.[18]

A third school similar in concept to the St. Paul Open School is the Minneapolis Free School initiated in the fall of 1971 to serve grades K-12. The projected number of students for the fall of 1972 was 150-200. Like the St. Paul Open School there are no required classes and no division according to age. Emphasis is on student self selection of curricular experiences and the development of a positive self concept. The school is seeking an exception from the state compulsory attendance regulation and curriculum regulations in hopes of conforming more closely to its philosophy of the free school as being "a place where people come because they want to, not because schooling is required."[19]

Minneapolis is one of several school districts which is committed to providing for and encouraging alternative public schools on a large scale. In this respect it is different from many of the alternatives previously discussed which take place primarily on a small, limited scale, not involving more than several hundred students. Minneapolis has established a demonstration program in southeast Minneapolis, an area which is considered a heterogenous microcosm of the city, and is offering a number of educational options to the population - both on an elementary and secondary level. The Free School is just one of the alternatives. Another is Marshall University High School which services 1250 students, grades 7-12. On the 9-12 grade level, courses are offered on an elective basis, the parents approving the projected courses of study of their children each year. Through offering individual directed study, interdisciplinary courses, single subject discipline courses and a variety of non schooling learning experiences, Marshall University High School hopes to be able to answer the needs of those students desiring a structured curriculum as well as those requiring less direction.[20]

Portland, Oregon is also implementing alternatives on a large scale. Portland bought the plan proposed by several of Harvard's School of Education doctoral students; a comprehensive and systematic attempt to create a new kind of secondary school. Based on a hospital analogy, they wanted to create a school which would serve the instructional needs of students, act as a pre-service and in-service facility for the education of teachers, be a center of basic and applied educational research and a developer of new curriculum materials.[21] The school opened in September of 1969. 1650 students were involved, 80 teachers, 80 trainees and 30 paraprofessionals. The school is broken down into seven teams - each responsible for about 200 students. The essential element of the instructional core is a non graded general education course, meeting 90 minutes each morning and the last half hour of the afternoon. The students are required to attend this course where they work on problems such as air and water pollution, unemployment and welfare in an interdisciplinary manner. The philosophy is that it is important for the students to learn the techniques of problem solving and how to adjust to change.[22] The rest of the day is for electives, independent study, and job related programs. The decision making structure of the school is patterned after the United States government, with majority rule voting by students and faculty members. Involvement on the part of the students in the government is strongly encouraged.

Seattle is an example of an urban district pledging itself to alternative public high schools in an attempt to stem the tide of an ever increasing rate of dropouts and disruption in its schools. The district offers two general types of alternatives to its students; dropout or dropout prevention programs and "open", "innovative" schools. In all there are 13 programs which operate on a full time basis and 23 part-time reentry programs. While not requiring attendance, Seattle boasts that its attendance rate has improved significantly since the implementation of these programs.[23]

Berkeley adds still another dimension to the range of school districts offering major innovations in public schools. There are 24 alternative public schools in Berkeley with a total of 4,000 elementary and secondary school students involved in these alternatives. Twelve hundred high school students out of a total enrollment of three thousand are involved.[24] According to Nathaniel Pugh, Jr., associate director of evaluation/assessment for the Berkeley Unified School District's Experimental Schools Project, the alternative schools in Berkeley define education "as a process for developing human potential in such a manner as to ensure its survival in our ever-changing environment, the key words being process, human development,survival and changing environment."[25] Of top priority is the elimination of institutional racism and the delivery of basic academic skills. The school system is primarily known for its development of themulticultural school and its emphasis on human relations. Thus a school called Model A concentrates on basic skills. On Target is a school concerned with job awareness experiences. School of the Arts is heavy on drama, music and dance. Genesis is a free flowing school for middle class students turned off by impersonalization and routine stressing humanization and personal contact. Agora's main objective is to teach an appreciation of racial differences. The school has 120 pupils, one quarter are white, black, Chicano and Asian. The students are required to take four sections of the multicultural experience; each from the perspective of one of the four racial groups and taught by an instructor of that race. College Prep's purpose is to provide a firm structure and basic skills to those students who have college ability but probably wouldn't get there without extra help. Taught from an Afro-American orientation, it concentrates on imparting college survival skills--how to take tests, use references and study. Casa de la Raza, including grades K-12, is a bilingual, Chicano oriented open school with a great deal of participation by the Chicano community in the programs of the school. Finally, Black House serves a similar purpose for black students: all the teachers are black and the courses are taught from a black perspective, while still maintaining a fairly traditional classroom style of schooling.[26]

Larger cities such as Boston and New York have taken still other approaches in providing alternatives. In 1971, New York City opened a dozen "mini-schools", each with 100-125 students to serve as New York's alternative to the massiveness of its public high schools. One such school, Haaren High School, was reorganized into 14 mini schools, each built around a single theme including such areas as creative arts, electronics and aviation as well as traditional academic and vocational areas. Eachof the mini-schools, while offering special subjects in its field, also offers a core curriculum of English, mathematics, and social studies with courses built around its central theme. John Bowne Prep School is another example, this school organized by students and staff to provide an alternative route to a diploma for students who have not been happy and productive in the traditional school structure.

The fall of 1971 also saw the opening of the Flexible Campus program in Boston. As a result of a 1970 decision by the Massachusetts State Board of Education, high schools were permitted to operate "open . . . programs in which all students need not be present at all time."[27] The program involves all the Boston high schools (a total enrollment of 19,728); each high school developing its own distinct proposal. Changes in curriculum have included the development of minicourses, guest lecture series, film series, tutoring programs, independent study, in school internships and staff development workshops. Students also earn credit through off campus learning experiences including university courses, business internships, social service internships, cultural internships, governmental interships and tutoring in elementary schools. Usually one half of the day is spent in academic studies towards completion of requirements for graduation and/or entrance to universities and one half of the day in an off campus environment. In each school the coordinator and teachers are chosen by the principal of the school and the students are selected in a manner prescribed by each student council. This team of coordinator, teachers and students then plans the program, identifies community resources, implements the program and assists in program evaluation.[28]

One last variation of the alternative public high school is that of the regional alternative; differing from other models of alternative schools only in its basic organizational foundation. For example, the Shanti School in central Connecticut serves six school systems. The policy making power for this school lies in a somewhat more extended number of people than the other alternatives discussed. The Shanti School Board consists of one appointed representative from each participating board of education, the executive director of the Capitol Region Education Council, five students, five parents, and five members of the community.[29] Another example is the Alternatives Project in Pennsylvania which consists of two alternative high schools serving six school systems. The regional alternative school is one way to alleviate the problem of funding. In the Alternatives Project each district that contributes either $10,000 or one staff member can send 18 students to the nearest alternative.[30]

The range and variation of alternative school structures is indeed great. Placing a label on the schools is impossible; this has merely been an attempt to point out patterns which exist which make some schools more similar than others. As the schools vary in structure, function and content, they also vary in the types of problems that are encountered. An alternative school in Madison, Wisconsin cites its major problems as being inadequate planning and alienation from the rest of the school district organization.[31] Pioneer Two, located in Ann Arbor, found that its staff was lacking in the training necessary to teach in an alternative school and that discipline was a problem. Negative situations were allowed to continue because of inaction--decisive action was interpreted as the abuse of authority and therefore no reprimands were made.[32] One of Metro's major shortcomings was a lack of student involvement in the decision making process.[33] John Adams in Portland found that the demand for a creative and imaginative curriculum and learning tasks every year was difficult to meet and that curriculum development was too time consuming. Teachers at Adams complained of the work overload. Some students complained that teachers didn't demand enough from them and that they weren't made to attend classes regularly enough. Adams found that the student who wanted or needed explicit direction from teachers floundered.[34] Through their evaluations, these schools and others are undergoing changes, attempting either to better achieve their goals through modification of their methods and/or reevaluating the importance of their goals.

By and large, the problems alternative schools have faced are internal problems. It seems as though most alternative public high schools have followed Mario Fantini's advice as to what makes up a good reform proposal: not substantially increasing per student expenditure, not advocating any form of exclusivity,respecting the rights of all concerned parties and advocating a process of change that is democratic and that maximizes individual decision making.[35] Few complaints have been registered concerning funding, state regulations or college admittance. Many alternative schools have managed to be financed through existing funding opportunities and by keeping within perpupil costs as designated by the traditional school. Some school districts which have implemented the school without walls concept have stated that their per pupil costs have decreased - due to low overhead costs and the high number of volunteers. State regulations which are encouraging to alternatives presently exist in Massachusetts and the state of Washington. The amount of time students must be in schools has decreased in Massachusetts, allowing for community involvement programs. In Washington, schoolmen can determine the specific course requirements; the state board prescribing only broad minimum prerequisites for graduation.[36] Before implementing their alternatives, many schools investigated the need for grades for admittance to colleges and universities. The result seems unanimous that post secondary institutions will accept alternative programs as substitutes for conventional ones and that letter grades as such are not necessary. Most institutions want SAT scores and a description of the students' activities. Some alternative schools send a letter with the student's application explaining the purpose of the school, its operation and an evaluation of the student's work.[37]

This has been an overview of different alternative structures which are typical of the movement on a national level. The attempt to describe this national situation has not been exhaustive, but hopefully it has been representative of the types and functions available throughout the country. Greater Cleveland alternatives are part of this national picture as ensuing chapters will demonstrate.

FOOTNOTES

[1] Bill Brownson, "Alternative Schools and the Problems of Change: School is a school is a school is a school. . .," *Contemporary Education*, 44 (April 1973), 299.

[2] Mario Fantini, "The What, Why and Where of the Alternatives Movement," *National Elementary School Principal*, 52 (April 1973), 16.

[3] Douglas Watson, "Alternative Schools: Pioneering Districts Create Options for Students," *Education U.S.A. Special Report*, 1972, 13.

[4] Fantini, p. 16.

[5] William E. Patton and Robert A. Anderson, "Educational Vouchers for the Community," *Theory Into Practice*, 11 (February 1972), 63.

[6] National Consortium on Educational Alternatives, "What is an Alternative School," *Changing Schools*, 16.

[7] Ibid.

[8] Ibid.

[9] Robert D. Barr, Vernon H. Smith and Daniel J. Burke, "All About Alternatives," *Nations Schools*, 90 (November 1972), 35.

[10] National Consortium on Educational Alternatives, p. 16.

[11] Suzanne K. Stemnock, *Alternative High Schools*: *Some Pioneer Programs*, Circular 4, Washington D.C.: Educational Research Service. June 1972. pp. 28-29.

[12] Charles E. Silberman, *Crisis in the Classroom* (New York: Vintage Books, 1970), p. 351

[13] James D. Greenberg and Robert E. Roush, "A Visit to the School Without Walls: Two Impressions," *Phi Delta Kappan*, 51 (May 1970), 481.

[14] Center for New Schools, "Strengthening Alternative High Schools," *Harvard Educational Review*, 42 (August 1972), 355.

[15] R. Bruce McPherson, Steven Daniels and William P. Stewart, "Options for Students in Ann Arbor," *Phi Delta Kappan*, 54 (March 1973), 469.

[16] Barr, p. 36.

[17] Watson, p. 36.

[18] Ibid., p. 39.

[19] Minneapolis Public Schools, "Southeast Alternatives Experimental Schools Program," May, 1971, 17.

[20] Ibid., p. 20.

[21] Silberman, p. 365.

[22] John Guernsey, "Portland's Unconventional Adams High," *American Education*, 6 (May 1970), 4.

[23] Stemnock, p. 32.

[24] Diane Divorky, "Berkeley's Experimental Schools," *Saturday Review* 55 (October 1972), 47.

[25] Nathaniel Pugh, Jr., "The Human Element in Alternative Education," *NASSP Bulletin*, 52 (May 1972), 113.

[26] Divorky, p. 46.

[27] Watson, p. 14.

[28] Ibid. pp. 14-15.

[29] Stemnock, p. 20

[30] Barr, p. 35

[31] Conan S. Edwards, "Developing Alternatives in Education," *NASSP Bulletin*, 56 (May 1972), 135.

[32] McPherson, p. 470.

[33] Center for New Schools, p. 319.

[34] Patricia Wertheimer, "School Climate and School Learning," *Phi Delta Kappan*, 52 (May 1971), 527-530.

[35] Mario Fantini, "Options for Students, Parents and Teachers: Public School of Choice," *Phi Delta Kappan*, 52 (May 1971), 543.

[36] Barr, p. 38.

[37] Stemnock, p. 4.

BEST COPY AVAILABLE

CHAPTER 3

AN OVERVIEW OF GREATER CLEVELAND PUBLIC SCHOOL ALTERNATIVE PROGRAMS NOT INCLUDED AS PART OF THE IN-DEPTH STUDY

Since it was impossible for the current study to describe in depth all the alternative public school programs in Greater Cleveland, it was decided to provide for a very brief overview of other existing programs. Cleveland Public Schools initially submitted such material. Superintendents in other school systems not included in the study were asked to provide information as to the existence and description of alternative programs within their districts. The letter and form used to obtain this material may be found on the next two pages. These programs are the subject of this chapter.

Cleveland Public School Programs

The following programs in existence in the Cleveland Public Schools were submitted by the Assistant Superintendent of Continuing Education and Special Projects.

The Cleveland Public Schools offer a total of nine programs designed to provide educational alternatives for Cleveland students. These programs prepare students for many diverse occupations in the job market. Despite their diversity of objectives, the feeling that students must be trained under real-life conditions and perform at a level necessary to meet industrial criteria permeates all nine programs in one degree or other.

34

MARTHA HOLDEN JENNINGS FOUNDATION

BEST COPY AVAILABLE

November 19, 1973

Dear

The Martha Holden Jennings Foundation is currently sponsoring a study of Alternative Programs in Public High Schools in the Greater Cleveland area under the Direction of Dr. Sally Wertheim, Coordinator of Teacher Education at John Carroll University. These programs are non-traditional programs within high schools which allow the student a choice from the traditional programs. They are not vocational programs or innovative course selections such as mini-courses, but are programs, in and of themselves, which the student may choose as an alternative.

Even though the number of programs we are able to study are limited, and have already been designated I hope you will want to have a brief description of optional alternative programs which are going on in your high schools included. Therefore, I am asking your cooperation in completing the enclosed envelope. If you have any questions, please feel free to call her at John Carroll University at 491-4331.

We appreciate your cooperation in this matter and look forward to hearing from you by December 5, 1973.

Sincerely,

George B. Chapman, Jr.
Chairman, Advisory Committee

GBC:jj

700 NATIONAL CITY BANK BUILDING • CLEVELAND, OHIO 44114 • PHONE 861-3810

ALTERNATIVE PROGRAMS

Name of School System ______________________________

Name & Title of Person Completing form ______________________________

Telephone Number ______________________________

Briefly describe any programs you have which you consider offer alternatives to your high school students.

Please return this form in the enclosed envelope.

Industrial leaders, realizing a need for such programs, have donated much of their time, equipment, material, and expertise to the planning and operation of these programs. It is common to find that considerable amounts of equipment have been donated by private concerns.

These programs have such tremendous scope that it is impossible for this study to thoroughly describe them all. Considering this point, it was decided that comprehensive descriptive studies would be done on the Woodland Job Center and the Work-Study Programs with general overviews of the following:

A. Max S. Hayes Vocational High School.
B. Horticulture Center Programs.
C. Jane Addams Vocational High School.
D. Manpower Training Center.
E. Handicapped Programs at the Manpower Training Center.
F. Maritime Services Program.
G. John Hay Annex Programs.

Max Hayes Programs

Max S. Hayes has four types of programs which, together, constitute a specilializing high school. The four programs which will be described briefly are (a) The Vocational High School Programs, (b) The Apprenticeship Programs, (c) The Evening Adult Education Program, and (d) The Technician Training Program.

The All Day High School Vocational Program

This program is designed to attract those young men with the attitude and aptitudes, at the tenth grade level, that will enhance their success in their desired vocation. Although there is no formal college preparatory program, a number of students are accepted at community colleges and universities.

In this program the students may make selections from seven available areas. After selection the student will spend half of his day working in his skill area and the other half taking prescribed academic courses. This is a three year course and, upon graduation, the student will be placed in an apprenticeship program or in a job.

The Apprenticeship Program

Individuals employed in various trades may be sent to Max S. Hayes by their employers. The employer must represent a qualified company in the areas of construction, machine or service trades.

The school offers apprenticeships in these areas with instruction being provided by persons possessing a minimum of seven years experience in the field. Students receive a minimum of 144 hours of instruction per year along with practical on-the-job training with their employers. This combination of instruction and experience produces a journeyman.

The Evening Adult Education Program

The night school at Max S. Hayes is a trade extension program in which individuals enroll in classes related to their employment. Bulletins are always available including class offerings as well as time schedules.

The Technicians Training Program

The Technician School of Cleveland, which is a two year college level program, is open to high school graduates, both male and female, who wish to prepare themselves for technical positions in business and industry.

In order to qualify for this program an applicant must meet the follwing requirements:

A. Be a high school graduate.
B. Have a recommendation from his high school principal.
C. Have satisfactory grades in math and science.
D. Be physically capable to handle selected programs.
E. Be accepted through formal application.

For any additional information concerning these programs, contact Max S. Hayes Vocational School at 631-1528.

Horticulture Programs

The Cleveland Public Schools have many programs that fall under the heading of Horticulture. There are programs ranging from the Tract Garden, where students garden under supervision on individual plots of land and for a small fee receive all supplies and equipment, to Vocational Horticulture where students will ultimately spend fifteen hours a week gaining on-the-job training and spending time in assigned locations in the horticulture industry during the spring months.

The Cleveland Public Schools have four main categories of Vocational Horticulture programs which include (a) Ornamental Horticulture, (b) Horticulture Operation, (c) Environmental Management, and (d) Vocational Horticulture for Students with Special Needs.

Ornamental Horticulture

The program is a three year course for selected high school sophomores, juniors and seniors. The program includes instruction in technical aspects, laboratory experiences and occupational experiences as preparation for employment in the Horticulture industry.

Horticulture Equipment Operation and Repair

This program is designed for eleventh and twelfth grade students with the objective of preparing them for positions as operators and mechanics of bulldozers, tractors, trenchers, sprayers, sod cutters, mowers, and aerifiers including all appropriate accessories. Students will meet a total of twenty-two and one-half hours per week and receive instruction in prescribed areas necessary to gain entry level employment.

Environmental Management

This program is designed for those eleventh and twelfth grade students interested in pursuing jobs in the fields of environmental management and pollution control. This program prepares students for positions as testing and treatment specialists, inspection and samplers, and lab and field technicians.

Vocational Horticulture for Students with Special Needs

Individual programs are prepared in greenhouse work and landscape maintenance. These programs are designed for those students who may have difficulty in school. The main program thrust is job preparation with special emphasis placed on building positive attitudes and work habits.

Jane Addams Vocational High School

Jane Addams is an approved high school, granting a high school diploma to individuals who have met graduation requirements as set forth by the Cleveland Board of Education and the Vocational Education requirements according to the Ohio Plan for Vocational Education.

Jane Addams offers ten vocational programs and the school record indicates approximately ninety-eight percent placement. The following pages will be devoted to descriptions of the various programs offered.

Commercial Foods

Students receive instruction in the preparation and serving of foods for restaurants and cafeterias as well as in the supervision of such operations and services. Students receive instruction in nutrition theory, dining room service, and cake baking and decorating. Qualified students may be assigned to on-the-job training programs in the city during their twelfth year.

Cosmetology

Students must receive fifteen-hundred hours of instruction with appropriate time devoted to lecture, clinic, and practice. Upon completion of the required hours students are eligible for the State Board Examination. Upon successful completion of the examination the students receive their licenses which entitles them to work in city or suburban beauty salons.

Fashion Trades

Students receive instruction in basic dressmaking fundamentals and related technology. In the eleventh grade they receive training on power machines and are instructed in factory methods of garment construction. In the twelfth grade, students study fashion arts and advanced dressmaking. Those who desire are assigned to a cooperative (on-the-job) training program where the trade class time is spent on the job. Students receive academic instruction and job related technology in school.

Distributive Education

Eleventh grade pupils interested in distributive education take fashion merchandising courses in addition to their other academic courses. During the twelfth year, students are provided with on-the-job training experience while completing their high school requirements. Students spend mornings in the classroom and afternoons in occupations involving selling, sales promotions, buying and store operations.

Legal Secretary

This two year program is designed to prepare students for careers in legal offices. They receive training in shorthand, typing and transcription. Their training also includes an understanding and skill development on the most commonly used office machines and legal terminology.

Medical Secretary

This two year program is designed to prepare students for secretarial work in the medical field. Graduates will be equipped to fill secretarial positions in almost any field because the program provides in-depth training in the skill areas of transcription, typing and shorthand, with emphasis in medical terminology.

Introduction To Medical Courses

This is a one year program designed to prepare students in general laboratory techniques in preparation for careers in laboratories and related areas. This program is offered to twelfth grade students who have successfully completed biology and chemistry.

Dental Assistants Training

This nine and one half month course is offered to qualified high school graduates wishing to assist dentists. Students receive part of the instruction at Case Western Reserve Dental College, in Cleveland dental clinics, and in offices of private dentists. Upon completion of the prescribed program, the students must take The State Board Examination.

Practical Nursing Program

This one year program is designed to prepare men and women, ages seventeen to fifty-four, to assist doctors and nurses in the care of the sick. Eighteen weeks are spent in the Jane Addams laboratories and thirty weeks in cooperating hospitals. This program leads to The State Board Examination.

Adult Education Classes

The Adult Education courses are offered each semester and generally attract 300 persons. Classes are available in areas of education, physical fitness and many of the previously described areas.

Manpower Training Center

The Manpower Training Center is a federally funded, U. S. Department of Labor multi-faceted facility which is capable of handling programs under the Manpower Development Training Act as well as the following:

A. Work Incentive (WIN).
B. Schools Neighborhood Youth Corps (SNYC).
C. National Alliance of Businessmen (NAB).
D. National Contracts.

This facility is also used by individuals referred by the Bureau of Vocational Rehabilitation (BVR) as well as other funding agencies. Any funding agency may purchase individual training programs or slots (a slot being one training position for a fifty-two week period) and prescribe the areas in which training will take place.

The Manpower Training Center possesses great flexibility and diversity. The center tries to accommodate any agency which can utilize the facility and finance the training costs. Possibilities of serving the American Indians in the Cleveland area are currently being explored.

The Manpower Training Center is located at 2640 East 31 Street, Cleveland, Ohio and is open Monday thru Friday, and evenings Monday through Thursday. For further information concerning the programs call 696-5800.

Handicapped Programs at the Manpower Training Center

The Manpower Training Center is also utilized for preparing the handicapped for the world of work. Funds for this program are from the VEA of 1963 and the subsequent amendments of 1968. This act stipulates that fifteen percent of these funds must be used for the training of the handicapped. The individuals that receive training at the Manpower Training Center do so in a manner very similar to a work study program.

The idea is for those handicapped persons to be tested and interviewed at the end of the ninth grade to determine their interests and abilities. This is done so that a personalized program may be developed during the tenth grade which will guide the student into the most suitable area.

After determining the most suitable program the students will spend one-half day at their home school for academic instruction and one-half day at the Manpower Training Center for instruction in their desired skill.

The only requirement for acceptance into this program is that the student be physically handicapped. For any further information, contact the Manpower Training Center.

Maritime Services Program

Recent surveys have shown that, because of low cost transportation fees, shipping is booming all along the 26,000 miles of inland and coastal waterways. As a result, Cleveland has annually handled over a million tons of cargo since 1967. It is anticipated that shipping will continue to increase resulting in a lack of qualified workers because the present system of hiring will be inadequate to meet the demands of shipping, world trade and recreation.

In view of the projected growth a more efficient and productive program had to be devised for enhancing entry level competencies and introduce students to this important transportation area. The responsibilities of such a program were to include the acquisition of a knowledge base and a 'hands-on' experience aboard a former Coast Guard Cutter.

This program was planned and set-up to be part of the offering found at the Max S. Hayes Vocational High School, the program serves the students on a city wide basis. For more information regarding this program, contact the Max S. Hayes Vocational High School.

John Hay Annex Programs

The John Hay Annex, located at 10600 Quincy Avenue, operates in a building that was donated to the Cleveland Board of Education by the National Malleable Corporation in 1971. This is a drop-out prevention program designed to seek out and help those students that seem most likely to become drop-outs. Students are guided into this program that (a) have a history of school failure, (b) show a lack of adjustment to the regular school setting, (c) have had very poor attendance records, and (d) have, for all practical purposes, dropped out of school even though they are still in attendance.

An effort is made to identify these students at the ninth grade level so that they may be guided into the program as early as possible. During the guidance period both student and parents are consulted in order for the final decision to be made in the best interest of all concerned. Once in the program, the student may select one of the following areas:

A. Machine Shop.

B. Building Maintenance.

C. Vocational Drafting.

D. Electrical Automotives.

This program can serve a maximum of eighty male students with four classes of twenty each. In an effort to make the programs more desirable, study halls were omitted and the school day was shortened one hour and fifteen minutes. Students are also provided with free transportation and lunch. This was done to help eliminate as many potential excuses as possible for not attending.

The average school day begins at eight-thirty. The students spend four periods (three hours) in their selected shops with a lunch break at eleven-thirty. The afternoon consists of required academics and related technology.

During the two and one-half years of its operation, the program has helped many students obtain jobs and make adjustments that may have been impossible otherwise. The administration tries to provide every student with a job, very much the same as a work-study program. Every effort is made to match the job to the student's course of study. This policy is continued until the student's graduation.

For further information concerning any one of these programs call the John Hay Annex at 791-5474 or John Hay High School at 421-7700.

Other Public School Programs

In addition to the Cleveland Public Schools, of the remaining twenty-five school districts contacted, nine responded. Of these nine school districts, five indicated that they had no alternative programs of the type described in the request. The other responses indicated programs such as the "Senior Project" of the Orange School District. This an elective for seniors during the last four weeks of the school year. It may be an academic, vocational, creative or social service project. Lakewood School District indicated an independent study program where students may pursue both required and enrichment courses. Independence School District indicated alternatives to nine week English courses for juniors and seniors. East Cleveland School District indicated that it is utilizing the Street Academy of the Urban League, an alternative school described in the report on Alternative Schools.

CHAPTER 4

SUMMARIES OF ALTERNATIVE PROGRAMS INCLUDED IN THE IN-DEPTH STUDY

This chapter contains summaries or abstracts of all of the programs which have been studied in-depth. These summaries are, as their titles imply, merely short descriptive statements about the program. They do not give the detail, nor do they reflect the life of the program or the kind of in-depth feeling which is obtained after reading the thorough descriptive studies. They try to briefly answer some of the questions posed about each school's purposes, background, program, enrollment and financial data, students, evaluation and impact.

The reader is urged to read each section by itself in order to fully understand and appreciate the program being described. If this is not possible, the summaries will serve to abstract the contents of the in-depth sections. They should be read only with this understanding in mind.

Beachwood City Schools: Concept I
An Abstract

The Concept I learning program at Beachwood High School is based upon a position paper which was prepared by Mr. Walter Marks, Assistant Principal of Beachwood High School in 1971. The alternative was established at the beginning of the fall term after summer meetings in which details of the program were discussed. Even though some concerned administrators and Board members questioned the immediate implementation of a program with very little time for planning, the September 1971 starting date was ultimately approved. A staff of seven teachers headed by Mr. Ron Naso was acquired and 122 students were then recruited for the experimental program, now in its third year.

> The ultimate goal of the program is to make the student an independent learner. Thus, emphasis should be placed upon skills which will enable him to pursue learning without the help of the staff.

This is the second of nine principles governing the curriculum and methodology of Concept I that resulted from the Faculty Report of 1971-72. It was determined by those initially involved that a concrete statement of goals was necessary. These philosophical objectives were stated in 1971-72 and still hold.

The program has been housed in the same area of the high school since its beginning, but the available space has been altered as Concept I has developed. Walls have been eliminated and areas originally designated for specific purposes have been periodically changed. Carpeting, furniture and equipment have been acquired as time has passed in order to supplement or replace those materials which were quickly obtained at first.

Although no particular amount of money was designated for Concept I in its first year, the alternative was specifically provided for in the 1972-73 school year budget. As the program goes into its third year, no teacher complains of a lack of materials, facilities, or equipment. Just as the Beachwood Community has always supported its schools, so has the high school allotted an appropriate amount of money for Concept I.

At its onset 122 students were enrolled in the program. Most of them were seniors. Such is also the case in the program's third year: seventy-seven of 147 are seniors. The staff who is responsible for educating the Concept I pupils has grown slightly to match the relatively small increase in enrollment. The 1973-74 school year has brought a new Instructional Leader, Mr. Les Robinson, who heads a staff of nine teachers. Throughout the three years of the program, student teachers and community resource people have served to supplement the professional faculty.

The courses of study in Concept I are based upon the needs and desires of students and staff.

> Concept I is . . . for students who wish to share in the responsibility of designing and implementing their own curriculum. Each student with the help of an advisor develops an academic program suited to his own interests and needs.

It should be noted that some Concept I students take Concept II (traditional program) classes which are not offered in the alternative, while others participate in Inter-Cept (combination classes of Concept I and II pupils). Inter-Cept was eliminated in January of 1974.

Although individualization is the key to understanding the Concept I method, instructors also utilize the small group approach to teaching. Student evaluation is done on a monthly basis and grades are optional, though most students choose to have them. Credits are negotiated between student and teacher when a final evaluation form is completed at the end of the school year.

The administrators, teachers and students express different views of Concept I. Each group sees different strengths, weaknesses and problems, though no one feels that the alternative should be abolished. Some of the comments made to this researcher echo certain observations made in formal written evaluations of Concept I, required of experimental educational programs by the State of Ohio, if state approval is desired by the school system. However, it should be noted that informal and more frequent program evaluation also occurs in faculty meetings where current problems may be discussed openly.

Like other educatinnal endeavors, Concept I has had its difficulties. It is evident that certain transportation, space and communication problems have been solved. Questions concerning student evaluation procedures, credit assignment, enrollment and class load imbalance are yet to be answered.

Attempts are being made to communicate the Concept I idea to the Beachwood Community and the greater Cleveland educational community. Speeches are made, relevant conferences and meetings are attended, newsletters are sent out and visitations are made to other schools as observers are welcomed into Concept I. Thus dissemination of information about the program occurs in various ways. However, it is difficult to assess the impact of the alternative.

Key persons interviewed for this study imply that they hope and believe permanent status lies ahead for the experimental venture. Various predictions of growth and change have been made. However, only time will tell what specific alterations and expectations will direct the future development of Concept I at Beachwood High School.

Berea City Schools: The Roaring 100's
An Abstract

The Roaring 100's, an alternative adopted as part of the program at Midpark High School in Berea, Ohio, was designed to meet the needs of a group of students whose scholastic records were far beneath the level at which they might be expected to perform. Through a flexible attitude toward the content of the courses taught, personalized instruction, and subjective evaluation of the students' performance, the 100's faculty hoped to induce in these students a more positive attitude toward school, the community, and themselves. Concurrently, they attempted to provide the 100's students with a background in English, social studies, math and science which would enable them to proceed toward graduation through one of the traditional programs offered at Midpark.

The 100's program was adopted into Midpark's curriculum in the Fall of 1970, at which time the approximately 100 students enrolled in the course were divided into four mutually exclusive groups that remained together for the duration of the school year. Each group studied English, math, social studies and biology under the direction of four teachers who also formed a group which met monthly with a guidance counselor to discuss problems within the program as well as the performance of individual students.

After its first year of existence, it was decided that the students should be further placed into a group of students whose behavior in class was particularly disruptive and a second group who merely lacked the motivation to perform up to their potential. In its second year of

existence, 100's students were also permitted to schedule courses other than those formerly mentioned, provided they maintained an adequate performance in all of their classes.

When, in 1972, the Berea Board of Education decided to tighten the school budget, the small class size and extra time allotted to 100's teachers for preparing their classes became luxuries which could no longer be sustained by Midpark's budget. The program, therefore, had to be formally eliminated, although many of its techniques are currently used in classes for students who are classified as slow learners.

Midpark's efforts with the 100's students, furthermore, has created a concern throughout the Berea school system for providing alternatives for the underachieving student. Plans are, therefore, underway to set up a new program to meet their special needs and will involve cooperative efforts on behalf of Midpark and the two junior high schools from which it derives its population. Drawing upon many of the ideas generated by the Roaring 100's, an expanded effort is being made to further provide alternatives and individualize instruction for these students.

The Cleveland Public Schools: The Woodland Job Center
An Abstract

The Woodland Job Center, which has local, state and federal support, represents the efforts of The Cleveland Board of Education and The General Electric Company to reduce unemployment and curb the dropout rate in Cleveland's inner-city. Studies showed that in 1967, the school dropout rate was 4,000 annually and the unemployment figure was fifteen percent in the inner-city opposed to three percent in greater Cleveland. As a result, the 1967 relief cost was $50,000,000 in Cleveland. This represented a 500% increase over the 1955 figure. These statistics were so alarming to the community, businessmen, and educators that they joined forces and created The Woodland Job Training Center.

In 1967, The General Electric Company donated to the Cleveland Board of Education, a four and one-half acre building located at 4966 Woodland Avenue. This was considered an ideal site for the center because it was in the inner-city as well as being close to major east-west thoroughfares and cross town bus routes. Following building preparation and program planning three programs were implemented that were designed to provide basic and remedial education, training in job skills and job placement. The objectives were to attract the eighteen to twenty-one year old dropout who wanted to return to school on a part-time basis, the sixteen to twenty-one year old who needed training for immediate job placement and the hard-core, inner-city, unemployed persons needing job training and remedial education. The three programs incorporated the efforts of Job Opportunities in the Business Sector (JOBS) and National Alliance of Businessmen (NAB), Job Training for New Workers and Work Study.

In its infancy, various local companies were to refer new employees to the center where they would be trained in those areas required by their employers. Upon completion of training the individuals would go to work in company plants. This plan had the advantages of giving individuals immediate employment as well as income during their training, but it unfortunately resulted in persons only being prepared for one job with one company. As a result, in 1970, the programs began to focus on the acquisition of skills possessing greater diversity of application.

The three original programs were expanded to include training in the areas of building maintenance (carpentry, plumbing, electricity), auto mechanics, drapery and power sewing, machine shop, clerical, medical assistants and The General Education Diploma (G.E.D.). Programs to be implemented in the near future include, printing, automotive engine machining, auto body repair, recreational vehicle maintenance and diesel equipment maintenance and repair.

The center is staffed by employees of The Cleveland Board of Education. Each instructor is a master craftsman in his field, possessing an average of approximately twelve years experience. All programs are either one or two year courses requiring forty-eight weeks of instruction per year with daily class sessions from eight-thirty to three-thirty. Class sizes are generally around fifteen which permits considerable individualized instruction as well as much time for teacher observations of student progress.

The Center's trainees benefit from the experience of their instructors in addition to counseling and preparation for the G.E.D. examination. Upon leaving the center, at the completion of their course, they should have obtained a saleable skill, a high school diploma and most importantly, a new attitude towards themselves and others.

The Cleveland Public Schools: The Work-Study Program
An Abstract

The Work-Study Program of the Cleveland Public School System was established in April of 1962 as a result of a survey conducted by the Cleveland Board of Education and the Cleveland Welfare Federation. The survey began in November of 1961 to delineate the problems confronting out-of-school youth between 16 and 21 years of age. The Work-Study Program was established in response to the survey's indication that such a program was needed to serve the increasing number of unemployed out-of-school youth.

The program was primarily designed to serve by offering an alternative to obtaining a high school diploma and at the same time allowing students to gain valuable work experience. There are presently 457 students enrolled in the program and more than 900 students have graduated from the Work-Study Program in its eleven year history.

The program received federal funds through OEO, Title II from November 1965 to February 1967. At that time, a cut in Federal Funds was made and a subsequent proposal for funds was made through Title I, ESEA. Title I funds supported thirty percent of the program for an additional year, and since 1968, the Cleveland Board of Education has supported the program.

The Work-Study budget comes out of the general fund of the Cleveland Board of Education; for 1973 the budget totaled $161,403.00.

The Work-Study Program is located at 4966 Woodland Avenue near the downtown area which contains a great concentration of drop-outs. The

BEST COPY AVAILABLE

program has the use of the third floor of a building which it shares with the Woodland Job Training Center.

The Work-Study Program is accredited as a part of the Cleveland Extension High School, and all eleven teachers involved in the program are fully certified. Students in the Work-Study Program take the same courses for high school graduation as would any other student in the Cleveland Public School System. In addition, students may earn credit points for work experiences. Counseling is designed to serve the student's individual, educational, vocational and personal needs.

There are no study halls, lunch periods, etc., and typically students only attend classes that are needed for graduation. The remainder of the student's day is spent in part-time or "cooperative" employment. Students are made responsible for their own education and must also assume the responsibility for performing satisfactorily in their work experiences. In most cases, students receive wages which are comparable to others engaged in the same type of employment and must typically progress satisfactorily in their course work to avoid termination in their employment. Jobs are obtained through the Occupational Planning Committee of the Cleveland Welfare Federation, now the Federation for Community planning, and employers are usually cooperative. Most students who complete the Work-Study Program continue working for the same employers that provided them with part time work-study jobs.

There was an evaluation done in October of 1966 by the Division of Research. Most of the people feel that the program's twelve year history is a sufficient evaluation of success. The fact that over 900 students have received high school diplomas that would not probably have done so is a further indication of success.

The program's single most critical problem for the past few years has been finances. The program has suffered as a result of budget cuts, particularly those related to books and other necessary materials. Most concerned with the program, however, are hopeful that in future years they will be better financed, as long as they are serving a real need in providing a realistic alternative to the out-of-school unemployed youth of Cleveland.

Cleveland Heights-University Heights City Schools: New School - An Abstract

The Cleveland Heights-University Heights Board of Education has advocated flexible educational options for some time. In 1969 a program was initiated in Heights High School which allowed for more student involvement in the learning experiences related to social studies, English, and later biology. Simultaneous involvement in both Flex Program and traditional schooling, however, resulted in a number of frustrating experiences for students and teachers. A total environment was sought that would encompass all areas of learning and offer the student a complete optional curriculum. In September 1973 this program, known as New School, was offered to any Heights High student who wished to participate.

This three year experimental program is divided into two learning groups called Communities of Learning or COLS. Each COL has approximately

150 students and its own staff of eight teachers. A co-ordinator and four support staff service both COLS. The students and teachers of each COL work together to develop their own community plan of organization and design their own curriculum.

Even though each community develops its own unique set of objectives and goals, the following are common to all of New School: personalized involvement of the student in his education, development of self confidence, development of basic personal and academic skills, development of decision making ability, realization of the relevance to maintain contact with the larger school community.

Each COL is split into small groups, called "homegroups," which consist of students and a faculty advisor. A homegroup arrangement allows for students and teachers to establish a closer rapport, fulfills administrative requirements (e.g. absences, evaluations, etc.) and facilitates a check on credits by having access to the student's daily journal of his learning experiences.

New School is located in a separate wing of Heights High School so that it can be separated geographically from the traditional school program. While most classes are held in New School, some courses are taken in the traditional school because they can't be offered in the alternative program. Many learning experiences, however, occur outside of New School and Heights High. New School students are encouraged to use the entire community as a classroom.

Within New School classes may be taught by certificated teachers, students and resource personnel. Though classes emphasize skills in

English, social studies, science, math, foreign language, no attempt is made to label a course as an English course, science course, etc. The learning program is multi-disciplinary and credits are given accordingly. Students, however, will be provided with a descriptive transcript of their activities in New School.

Since the School Board felt that New School shouldn't offer a more expensive program than the traditional one,foundation assistance was sought to cover additional expenses incurred in beginning a new program. These extra funds cover the salary of a co-ordinator and pay part of the costs incurred by the orientation and evaluation.

Evaluation of New School occurs at several levels. Teachers are evaluated by themselves, their students, and the administration. A student's performance is judged by his teacher, student teacher or resource person. Evaluation of the total New School program which is a state requirement is currently being conducted by Center for New Schools.

New School has been in existence only since September. Consequently, it is a new and evolving learning experience. This study hopes to describe the realities involved in starting an alternative to traditional education.

Mayfield City Schools: Early Graduation Program, A Prototype
An Abstract

Early Graduation is an alternative open to students at several Cleveland High Schools. This study has described the program at Mayfield High School as a prototype of the many programs that exist.

The early graduation program at Mayfield High School came about as a response to the unique need of certain highly motivated students. Most of the students who had petitioned for early graduation were capable of leaving Mayfield High School intellectually and emotionally. Some wished to begin college while others wished a job or travel.

Thus a definite need became apparent to the Administration of Mayfield High School as pressure by students and parents began to mount. Certain students had been allowed to graduate before the formal program was organized from 1971 through 1972, but they still received their diplomas with their graduating class. Many bright and highly motivated students were able to finish all of their required course work in three years and were definitely ready to depart. Certain procedures were set up for these students which included meeting certain requirements such as minimum grade point average, cut off dates for planning early graduation and approval by the parents, counselors and principal.

A formal program was finally developed and instituted for the 1973-74 school year. The informal program up to this point had produced seven early graduates. Two students have applied to the formal program.

The Administration and counselors of Mayfield High School feel that holding back students who are ready to continue their development and personal growth elsewhere is detrimental. Due to the wide range of individual developmental growth rates, some students are naturally going to mature much faster, allowing them to cope in the adult world sooner than others of the same age. Mayfield High School provides these students with the opportunity they deserve.

Parma City Schools: Education Through Inquiry
An Abstract

Education Through Inquiry (ETI), Parma School District's alternative program for grades nine through twelve began as a pilot program in March, 1970. After rewriting goals and objectives and after trying different methods and topics, syllabi were compiled for ETI. This alternative program is especially designed for the unmotivated, potential dropout who may be having difficulty passing English and/or social studies in the traditional program but who may be performing well in vocational courses.

Education Through Inquiry is a combined English and social studies program. The inductive method is used in teaching the ETI curriculum. One and one-half to two continuous hours is allocated for ETI. A student enrolled in ETI earns two credits, one for English and one for social studies. Two teachers, one English and one social studies are members of an ETI team.

The ETI program is functioning within eight schools, three senior highs and five junior highs. Approximately two hundred students are enrolled in this program with class sizes of approximately twenty-five to thirty students.

The goals of the ETI program as adapted from six original goals encompass nine areas:

1. Communication
2. Value Clarification
3. Thinking Skills
4. Occupational Goals
5. Broadening Learning Experiences

6. Leisure Time Activities
7. Self-Image
8. Class Deportment
9. Social Problems

Behavioral objectives were written to expand each goal.

Since the program was innovative and an alternative to the regular program the system of grading was altered to pass-fail. Instead of comparing students to their peers and instead of using national standards for comparisons, it was decided to use a system of pass-fail in September, 1970.

Since ETI is an alternative program within Parma's secondary schools, the funds for operating this program are allocated from the school system's budget. From the information obtained there was no evidence of monies received from other sources.

With regard to the members of the ETI staff, there are twenty-two in all. A mixture of experienced and non-experienced teachers can be found within this program. When feasible the ETI teams include one male and one female teacher. The teachers in the program either volunteered or were asked to be participants. Two of the teachers had previous student teaching experience in ETI.

ETI has been promoted to students through a description in their course guide. Many students have learned of ETI through their friends, counselors or teachers.

An article about ETI has been written and published by two former ETI teachers since the program has begun. A workshop for educators where ETI was presented has also been a means of spreading word of this alternative program in Parma to others.

During May and June, 1971 an extensive evaluation was made by many persons within and outside the ETI program. Many days were spent in dialogue conferences with parents, administrators, teachers and students. The results of this study were reported and changes were made which are reflected in the current program.

Shaker City Schools: Catalyst
An Abstract

The Shaker Heights High School's Community Council was instrumental in the creation of Catalyst. A grant of $16,610 funded this work. Approximately half of the money came from local tax funds and half came from The Jennings Foundation. The Community Council, composed of parents, students, teachers and administrators met bi-weekly during the 1971-72 school year. Besides visiting schools and listening to a variety of outside educational speakers, the members discussed such topics as: present and future courses, grading and evaluation and goals in teaching and learning. They worked in four task groups. The recommendation for Catalyst came from the 'transition--school without walls' group. In March, 1972, the Board of Education approved Catalyst and the program commenced in September, 1972.

The purpose of Catalyst is "to provide alternative educational program opportunities for students who are dissatisfied with their educational program but who alone are unable to define or design a program that will meet their needs. Although credit can be given for a Catalyst project, Catalyst does not interfere with or replace existing courses. Catalyst involves a counseling service. Students receive help in finding a resource person and in designing an independent learning project in the community. Resource persons agree to work with the student and to make an evaluation of the learning experience. The community includes a wide area: social agencies, the school, the business world, cultural, medical or other educational institutions.

Located in a 20' x 20' room in the high school, the space used by Catalyst is subdivided into a staff office and a meeting area. The office area is used by the two staff members for student interviews and counseling. In the meeting area, student seminars and other conferences take place.

Catalyst expenses during the 1972-73 year were $25,309. Local tax funds were used to pay the salaries of five part-time staff members. During the 1972 summer, continued planning costs were approximately $1000. The 1973-74 budget is set at $14,500. This figure represents the salaries of two part-time staff members and is derived from school taxes. Rarely are community resource persons paid, and, when they are, this is the student's expense.

About 1700 students attend Shaker High. During 1972-73, approximately 81 students used Catalyst. In the fall of 1973, approximately 90 students were involved. Many more students spend time talking with the staff than actually develop projects. Catalyst students range academically from able to poor students, from students who like Shaker to others who are 'turned off'. Twice as many Seniors use the service as do underclassmen; nearly equal numbers of males and females are involved.

The Catalyst staff are teachers with experience in counseling. In addition to sharing the responsibilies of working with students, they also report on the program to the school community. School guidance counselors refer students who could benefit by the program.

Students may use Catalyst anytime during the year. In the initial interview, the student expresses his educational needs or goals. Staff and student decide what kind, if any, Catalyst project will satisfy these needs. After finding a sponsor, the student writes up a contract which is signed by sponsor, Catalyst advisor, parent and principal. (A 1973-74 list of projects and sponsors can be found in the study). The student keeps a log of his activities. He discusses his experiences and problems with staff and with Catalyst students in seminars. After a predetermined number of hours, the student, sponsor and Catalyst advisor evaluate the learning experience, and credit is decided upon.

Staff, students, teachers, and administrators have informally discussed and evaluated the program. A more formal evaluation is planned for 1974. Persons involved with Catalyst have disseminated information about it. In addition, Catalyst staff and the Shaker principal have explained Catalyst in workshops on Alternative Education held in the Greater Cleveland area.

BEST COPY AVAILABLE

CHAPTER 5

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

It becomes the task of the project director to formulate conclusions, discuss implications for further study and submit recommendations relevant to the findings of the study. Though the major focus of this study has been descriptive, certain conclusions, implications and recommendations are suggested by the data. The ideas herewith presented result from the project director's analysis and evaluation and do not necessarily constitute conclusions formulated by the researchers or the sponsors of the study.

Conclusions

This descriptive study of alternative programs in public high schools has shown definitely that there are different methods and techniques being utilized in the greater Cleveland area in 1974, and that students differ in learning styles, attitudes and aspirations. Alternatives are not only for one group, be it radical or conservative, but they are moving into the mainstream of public education. The National Education Association in a recent task force report on compulsory education concluded:

> There is no question but that all Americans require education but as society's needs have come to change so rapidly there has also come the need for a much wider variety of alternatives for securing the required education; and many of these alternatives will need to be pursued in ways other than those by which most schools presently operate and are organized.[1]

There is recognition of the fact that traditional school environments are being changed from self contained classrooms to flexibly arranged programs which include a variety of learning environments, materials and schedules. Schools serve a society that is no longer considered monolithic and is recognized as having diverse members with diverse types of economic resources, community expectations and political pressures. The study has looked at how public schools in both suburban and urban settings are trying to meet the needs of a pluralistic society.

The study has further shown that school districts, knowing that some of their students seek and need alternative ways of learning within their school systems, have seen fit to provide these. Some of the school districts are committed to meeting these needs through provision of total alternative public school programs open to any student in the system, whereas, others have programs that are an alternative part of the traditional program and that serve a distinct population. Some of the programs such as New School are in their beginning phases, others such as the Berea One Hundreds Program have gone through self-study and have merged back into the traditional school curriculum. Certain problems were noted by some involved in the programs. Often these included limited funds and/or space, poor community or outside staff support, staff and time limitations and screening. These problems were usually realistically assessed by the staffs and solutions are being sought.

Another factor which became apparent from the study is the relationship of some of these alternative programs to the alternative schools studied in 1972-73. Some of the persons interviewed for this study were quick to point out the influence of one of the alternative schools in helping them to conceptualize and formulate their programs. The alternative school most discussed was CULC which seems to effect the program development of Catalyst, Concept I and New School. This suggests that the private alternative schools have served and continue to serve an important function vis-a-vis public schools and that furthermore, alternative public school programs can serve this same type of function within their own and other systems.

Questions Posed by the Foundation

At the outset of the study, the Martha Holden Jennings Foundation posed two questions for the project director:

1. Are the alternative public school programs meeting real needs within the school systems?
2. What should be the role of the Foundation vis-a-vis these programs?

The project director feels very strongly that the programs are meeting distinct needs within the public schools and that there is a role for the Foundation to have vis-a-vis these programs. The discussion of question one will follow as part of the conclusions. Question two will be discussed in the section entitled "Recommendations."

Programs Meet Unmet Needs

In the judgment of the project director, the alternative programs are meeting real needs in the public schools. It became very clear, as a result of the study, that no matter what the current status or focus of the programs, it appears that those who are involved in them are committed to the continuation and/or expansion of public school alternatives.

In a pluralistic society which recognizes the importance of the existence of choice for its citizens, alternative public school programs provide choice for students who have little or no choice about attending a compulsory school system. These programs allow the student and parent a choice of a different program which may provide the only way in which that student may be able to remain in the public school setting. This is extremely important for the student who cannot go outside the public school to obtain needed choice and who cannot function in the traditional program.

It seems that some students benefit from having a program available that is limited in scope and purpose. This often means a more personal setting wherein students may find a community which is lacking in the large high school setting. This does not mean that the large setting should be eliminated for this is often whay many students desire, but for those who feel alienated in this setting, a limited program can make a difference. Most of the programs, especially Concept I and New School, provide a small setting, with a few, sharply defined objectives. They might be described as communities, much as New School has called their groups, "Communities of Learners." The size of these programs may become one of the important variables to which, one day, their success may be attributed.

These programs should be kept small in size and focus, even if this means providing more than one alternative program within a school. Going along with this type of thought, program goals should also be limited to the type of practical, achievable ends which can be met realistically within the limits of the program,rather than trying to meet all student needs within one alternative program.

Programs Serve as a Catalyst

Another factor also seemed to be evident fromthe study, though no documentation for this is available. These programs seem to act as a catalyst to stimulate the thinking of others in the school system who are not directly involved in the program. Though causuality is very difficult to prove, and was not intended to be shown by the results of this study, nonetheless, the descriptions of two of the programs lead to speculation about their effects on the total school program. Though the Berea One Hundreds program has been completely altered in format from its beginnings, it is interesting to note that currently the Berea School system is moving into providing many other alternatives for its students. Beachwood's Concept I program seems to have been one of the influencing factors in the creation of a new program called Intercept which combines elements and staff of Concept I and the traditional Concept II program.

Though some of the programs seem to act as a catalyst for the rest of the school system, it should also be cautioned that sometimes other staff view these programs in negative ways. They do not support them and often use them for placement of difficult, unwanted students. This study did not deal with total school attitudes toward the alternative programs, but this is an area that should be dealt with by those desiring to formulate new alternative public school programs.

Programs Allow for Innovative Types of Learning

Most of the programs described provide alternative learning environments and opportunities for the students. Learning takes place in many different ways and settings. The Cleveland Public School programs provide students an environment in which to acquire needed skills. Alternative programs have shown the value of experience to the student as learner. They have allowed the student to experience the real world and real work as in Catalyst or the Cleveland programs. The Mayfield Early Graduation Program has allowed students the freedom of early exit from the system. They have provided the student with opportunities to test out their interests in a real setting and to work with community problems as the Parma ETI students do. The programs have not rejected traditional learning interests of students and most of the programs allow students to learn in the traditional mode as well. ETI, Berea Hundreds, Concept I, Catalyst and others provide for this. The basic learning skills are a part of the alternative programs, in addition to focus on student interest, experience and input. Thus both students and teachers play significant roles in developing the educational program.

Programs Provide Choice

It has been amply demonstrated that the programs involved in this study provide much needed and wanted choice for public school students. Whereas traditionally the student in a compulsory school setting had little or no choice, there is now available some choice or alternative. Students at Mayfield may choose a program which is completely separate from the usual program and students at Shaker High School may choose to spend a part of their school day engaged in alternative projects provided by Catalyst.

On the basis of the above conclusions, and the positive support noted by those working with the programs, it is felt that these programs are meeting real needs and should be continued and expanded as alternatives in the public schools.

Implications For Further Study

Research studies answer many questions, but they also raise further questions. As a result of this descriptive study, many questions were raised in the mind of the project director that were not intended to be answered by this study. Nonetheless these questions should at sometime be considered. These implications are not necessarily being suggested as research areas for the foundation to support, but rather as separate questions which might be of interest to future researchers in alternative education. A discussion of these issues follows:

(1) Definition of Alternatives:

Within public schools, there is no choice of attendance since public education is compulsory. Since each student must be engaged in some school related activity for all of the school hours stipulated by the State Legislature, options, by the very nature of the school structure are limited. Thus the question should be posed as to the degree to which alternatives can exist within a compulsory school system.

(2) Choice of the Program:

Implied in the theory of alternative education is the idea of choices--choices by students, parents, administrators, and the community. In cases where these options are limited to certain elements of the school population such as the slow learner, the drop-out, or the very bright, then the idea of choice comes under question. Further anytime adult permission is involved, whether it be that of the counselor, the teacher, a test or the parent, student options are again limited by the respective biases of the choosers. How the program is publicized effects choice. Do all people who are eligible have the opportunity to know about the program?

(3) Structure and Content:

What does open education mean? Does it mean open mind or open space or open education or all of these? Certain students require a good deal of structure, those in the military academies that Professor Glatthorn cited do; yet do these tradtional structures preclude alternatives? He would probably answer no. Rigid structure serves the needs of some alternatives, while open structure is the best environment for others. And the question of course requirements is implicit here as well. Should there be required courses? Must the program include essential or required academic subjects? Should the alternative require a certain amount of time spent on the part of the student, or can alternatives be a minimal commitment or just another elective or short special project? Should credit be given for experiences the student has anyway, or should these be unique to the program? Is it the instructional technique such as team teaching that qualifies the program to be an alternative, or is there room for lecture, as well as innovative teaching styles? Does the age of a program affect whether it can be considered an alternative or not? Is it just the Hawthorne effect that is responsible for success? Do only experimental programs qualify as alternatives and once they become institutionalized, are they disqualified? Answers to these questions will have to be reserved until there has been more experience with the programs. Some of the programs described are several years old and might help to provide some of these answers.

(4) Learning and Teaching Styles:

More research in the areas of student learning styles and teacher teaching styles is indicated. If and when this information becomes available, it will provide the basis for educational decisions in alternative programs. Alternative program decisions should focus on trying to match learning and teaching styles when this information becomes available through diagnosis. Thus the unique value of these programs and the uniqueness of the student they serve will be more apparent.

(5) The Voucher Plan:

Experimental use of the voucher system is in effect now and it has many implications for alternative programs, as well as traditional programs. If vouchers were supplied to individual parents or students, would school systems accept students from other districts who wish to become part of the alternative offered? Would the voucher system allow for more experimentation with alternatives or cross-district cooperative arrangements which could be easily funded using this resource?

(6) Program Leadership:

Is there any correlation between the development of an alternative program and the type of leadership it has? Is continuity of leadership an important factor in the strength and longevity of a program or is a charismatic, initiator type of leader needed to get a program started? Both types of leaders worked in the different alternatives in Cleveland. Should leadership be authoritarian, democratic or, as in one of the programs, shared?

(7) Purpose in Alternative Programs:

A look at the purposes of the programs seems to indicate that most reflect the school district's overriding philosophies of education as they very well should. In some instances, some of the programs have more emphasis on social purpose, where their intended effects are on the society, rather than the individual. This seems to be so in the Education Through Inquiry and New School programs in addition to others. In these cases the student is dealing with societal problems directly. Is it just the means which are different in alternative programs or should these programs have different ends in order to fully meet the needs of their students and communities? Are the public school alternatives different from alternative schools because their purposes reflect those of the total school system rather than unique program purposes?

(d) Impartiality as a Value:

In juxtaposition to what has been considered throughout the study, the question should be raised as to whether a public school, which was created to provide equal opportunity for all, can and should be providing alternatives. These may be a philosophical conflict between individualized or alternative treatment and impartiality. Standardization, often considered negatively because it leads to conformity, also has the positive value of impartiality. So while the standardization of school programs tends to stifle creativity, fosters alienation for certain individuals and blunts student motivation, it also allows for collective decisions about fair play and holds in check personal prejudices. Those who are reshaping the system through the vehicle of the alternative must pay heed to the value of fairness. Thus the will to create a more just society through more genuine pluralism in the schools will require great imagination and the will to alter very basic beliefs and functions of school systems.

Recommendations To The Foundation

Direct foundation support of alternative public school programs is not as crucial as it is in the case of private alternative schools, since public schools have a base of tax support. However, this does not mean that Foundation support is not indicated or necessary. There are other roles that The Foundation can and should play vis-a-vis these programs. Following is a list of recommendations of ways in which the project director feels The Foundation can play a unique role:

1. Fund Programs:

It is recommended that The Foundation continue to fund aspects of these programs for which there are no budgeted public monies. Often this money can be used as seed money to get a program started as was done in the case of Catalyst. Monies might also be provided for community councils or grass roots groups to work with alternative programs in helping them get started. Alternatives provide a way for community groups to get totally involved in control of the educational process.

2. Continue Descriptive Studies:

It is recommended that descriptive studies be continued. It is important to continue to build the alternative educational literature, in order to provide an historical record, material for others to use as a resource and material for dissemination of information to other educators or to parents and students who may want to avail themselves of these programs but have little or no way of finding out about them.

3. Evaluation Studies:

It is recommended that requests for Foundation support for evaluation of these programs be looked at carefully considering the stage of development of the program and the type of evaluation proposed. Allan

Glatthorn, one of the leaders of the alternative movement, made the specific reommendation that alternatives not be evaluated during their formative years, but rather be allowed first to develop their programs fully. Glatthorn urged that alternative schools be allowed to fumble or even to fail and note their own problems and that a moratorium on evaluation of programs be declared. There are few instruments available to measure the kinds of outcomes that are valued by alternative schools. Traditional testing devices should not be used to evaluate these types of programs. If the alternative is right for those in it, then it is not necessary that it be compared to more traditional programs. If an evaluation is projected, it should be based upon the program's own goals, as was the case with ETI in Parma, and instruments should be used which will measure these. New criteria and instruments need to be developed for alternative programs before valid evaluation can occur.

4. Support Conferences:

It is recommended that the Foundation continue to support and facilitate dialogue among those interested, those who are exploring interest and those who are involved in alternative education. This may be done through conferences which serve the positive function of arousing consciousness about alternatives.

5. Support Workshops:

It is recommended that The Foundation support efforts at Teacher Training in the form of workshops on Alternative Education in cooperation with school districts and/or universities, to help teachers and prospective teachers develop their own ideas on alternatives. These types of workshops would be predicated on the assumption that often the most significant alternatives emerge from grass roots groups and that these groups need support to develop their plans.

To facilitate the involvement of those in the exploratory phases with those in the doing phases, a type of residency could be developed. Residencies in alternative programs for teachers and administrators who need to have actual experience in programs before trying to implement them could be supported.

6. Establish a Clearinghouse:

It is recommended that The Foundation establish (in cooperation with a university and a local school district) a center or clearing house of information as a resource for the Cleveland area for persons working for change in schools to gain information and support. In this center, current information, media, resources, workshops, and dialogue would be maintained and kept current for use in the Cleveland community. It could also try to interpret alternative programs to colleges and universities since this has been identified as a need by those in programs such as New School.

7. Support Students:

It is recommended that The Foundation provide support for individual students to attend alternatives in other schools. This could be done using the concept of the voucher plan or an educational credit card. This was recommended last year for alternative schools, but if inter-district cooperation could be obtained, it would be feasible for public school alternatives as well.

5. Inter-District Alternative:

It is recommended that The Foundation facilitate the formulation of an inter-school system university model cooperative alternative program. The Pace Association had supported an inter-district alternative school feasibility study among four public school districts. This might be re-evaluated in view of the current study, or perhaps the districts might explore the possibility of cooperative efforts in allowing students from one district access to an alternative in another district which better meets their needs.

SUMMARY

This study has demonstrated that alternative public school programs in the greater Cleveland area are important. They are serving a diverse, pluralistic society. They tend to meet unmet needs of particular groups, they seem to serve as a catalyst within and outside the school system; they allow for innovative learning and teaching styles and creative learning environments; and they provide choice for students who need a different type of program than that traditionally provided.

Several implications came to mind as a result of the study which suggest areas for further research, though not necessarily those which should be supported or given top priority by The Foundation. Following the conclusions and implications, several recommendations were made as to the role of The Foundation vis-a-vis these programs. It should continue to support the descriptive study of alternatives, keep evaluative research at a mimimum in the beginning phases of a program;

provide seed money to new programs to give them a start or fund aspects that cannot be provided through public money; fund further research on alternatives; sponsor conferences to disseminate information about alternatives; support workshops on alternative education in cooperation with school districts and/or universities; establish a clearinghouse of information in the greater Cleveland area as a resource for use by those in the community who may wish to keep current on alternatives and; foster inter-district cooperation in establishing alternative programs.

As alternatives become available to the society in all aspects of its existence, educational alternatives need support to continue to grow and foster the ideas and ideals of a pluralistic democratic citizenry.

BEST COPY AVAILABLE

SELECTED BIBLIOGRAPHY

1. Books

"Alternative Schools: Pioneering Districts Create Options for Students". Arlington, Virginia: National School Public Relations Association, 1973.

Arons, Stephen, and others. Alternative Schools: A Practical Manual. Cambridge: Center for Law and Education, Harvard University, 1971.

Barth, Roland S. Open Education and the American School. New York: Agathon Press, 1973.

Boulding, Elise. New Approaches to Learning: Alternative Education and Open Schools. Washington, D. C.: Commission on Science Education, American Association for the Advancement of Science, 1971.

Bremer, John and Michael Von Moschzisker. The School Without Walls: Philadelphia's Parkway Program. New York: Holt, Rinehart and Winston, 1971.

Brown, Frank. The Non Graded High School. New Jersey: Prentice-Hall, Inc., 1963.

Fantini, Mario D. and Weinstein, Gerald. The Disadvantaged: Challenge to Education. New York: Harper and Row, 1968.

Freire, Paulo. Pedagogy of the Oppressed. New York: Herder and Herder, 1970.

French, William Marshall. American Secondary Education. 2nd ed. New York: Odyssey Press, 1967.

Graubard, Allen. Free the Children: Radical Reform and the Free School Movement. New York: Pantheon Books, 1973.

The Great Atlantic and Pacific School Conspiracy. Doing Your Own School: A Practical Guide to Starting and Operating a Community School. Boston: Beacon Press, 1972.

Gross, Ronald and Beatrice, (eds.) Radical School Reform. New York: Hart Publishing, 1970.

Gross, Ronald and Paul Osterman (eds.) High School. New York: Simon and Schuster, 1971.

Molloy, Laurence and others. Places and Things for Experimental Schools. New York: Educational Facilities Laboratories, 1972.

Moore, Donald R. and others. The Metro School: A Report on the Progress of Chicago's Experimental "School Without Walls." Chicago: Urban Research Corp., 1971.

BEST COPY AVAILABLE

Reimer, Everett. School Is Dead. Garden City, New York: Doubleday and Company, 1971.

Saxe, Richard W., ed. Opening the Schools: Alternative Ways of Learning. Berkely: McCutchan, 1972.

Silberman, Charles E., Crisis in the Classooom: the Remaking of American Education. New York: Random House, 1970.

Sizer, Theodore R. Places for Learning, Places for Joy: Speculations on American School Reform. Cambridge: Harvard University Press, 1973.

Stemnock, Suzanne K. Alternative High Schools: Some Pioneer Programs. Circular #4. Washington D. C.: Educational Research Service, June 1972.

Watson, Douglas. Alternative Schools: Pioneering Districts Creat Options for Students. Education USA Special Report, 1972.

Wurman, Richard Saul, ed. Yellow Pages of Learning Resources. Cambridge: MIT Press, 1972.

2. Organizations

Alternatives for Education, P.O. Box 1028, San Pedro, Calif. 90733 (213-547-1629).

Center for Law and Education, Harvard University, 61 Kirkland St., Cambridge, Mass. 02133.

Centerpeace. Education Center, 57 Hayes St., Cambridge, Mass. 02139.

Committee of Community Schools, c/o St. Thomas Community School, 147 St. Nicholas Ave., New York, New York 10026 (212-662-4977).

Education Exploration Center. 3104 16th Ave. S., Minneapolis, Minnesota 55407 (612-722-6613).

Education Switchboard, Marin, 1299 Fourth St., Suite 308, San Rafael, Calif. 94901 (415-456-3050).

Innovative Education Coalition, 1130 N. Rampart St., New Orleans, Louisiana 70116 (504-524-3888).

Mini-school News. Education Program, New York Urban Coalition, 55 Fifth Avenue, New York, New York 10003.

National Consortium for Options in Public Education, School of Education, Rm. 328, Indiana University, Bloomington, Indiana 47401 (812-337-1067).

BEST COPY AVAILABLE

New Schools: A National Directory of Alternative Schools. Cmabridge: Institute, 1971.

New Schools News, c/o AFSC, 407 S. Dearborn St., Chicago, Ill. 60605 (312-427-2533).

New School Movement, 402 15th Ave. E., Seattle, Washington 98102 (206-329-8300).

New Schools Switchboard, c/o AFSC, 319 E. 25th St., Baltimore, Md. 21218 (301-727-3400).

New Ways in Education, 1778 S. Holt Ave., Los Angeles, Calif. 90035 (213-839-6994).

No More Teacher's Dirty Looks. P. O. Box 40143, San Francisco, Calif. 94140.

Ohio Calition of Educational Alternatives Now, c/o Metropolitan School, 444 E. Broad St., Columbus, Ohio 43215 (614-228-8797)

Vocations for Social Change. Box 13, Canyon, Calif. 94516

Unschool of New Haven, P. O. Box 7053, New Haven, Conn. 96503 (203-562-3690)

Wisconsin Coalition for Educational Reform, 3019 N. Farwell, Milwaukee, Wisc. 53211 (414-962-8425).

Where. Advisory Centre for Education, 32 Trumpington Street, Cambridge, England.

3. Periodicals

"An Experiment in Free Form Education," *Ohio Schools*,(April 10, 1970,) 30.

"Alternatives to Tradition," *Education Yearbook.* New York: McMillan, Free Press, 1973-74.

Armstrong, D. G. "Alternative Schools: Implications for Secondary School Curriculum Workers," *High School Journal*, 56 (March 1973), 267-275.

Baines, J. and Young, William. "Sudden Rise and Decline of New Jersey Street Academies," *Phi Delta Kappan.* 53 (December 1971), 200-201.

Barr, Robert D., Vernon H. Smith and Daniel J. Burke. "All About Alternatives," *Nations Schools*, 90 (November 1972).

Blackman, N. "Metro: Experimental High School Without Walls;Chicago," *National Association Secondary Schools Principals Bulletin.* 55 (May 1971), 147-150.

Bock, Frederick S. and Wanda Gomula. "A Conservative Community Forms an Alternative High School," *Phi Delta Kappan*. 54 (March 1973).

Broudy, Harry S. "Educational Alternatives-Why Not? Why Not." *Phi Delta Kappan*. 54 (March 1973).

Brownson, Bill. "Alternative Schools and the Problem of Change: School is a school is a school is a school. . . " *Contemporary Education*. 44 (April 1973). No. 4.

Coleman, James S. "The Children Have Outgorwn the Schools." *National Elementary Principal*. October 1972.

Changing Schools. National Consortium for Options in Public Education. Bloomington, Indiana: Indiana University.

Center for New Schools."Strengthening Alternative High Schools" *Harvard Educational Review*, 42 (August 1972).

deTurk, Philip and Mackin, Robert. "Lions in the Park: An Alternative Meaning and Setting for Learning". *Phi Delta Kappan*, 54 (March 1973).

Divorky, Diane. "Berkeley's Experimental Schools." *Saturday Review*. 55 (October 1972).

Doll, R. C., et. al. "Systems Renewal in a Big City School District, the Lessons of Louisville." *Phi Delta Kappan*. 54 (April 1973), 524-534.

Dobbins, Alan. "Instruction at Adams," *Phi Delta Kappan*, 52 (May 1971).

Edwards, Conan S . "Developing Alternatives in Education," *NASSP Bulletin*, 56 (May 1972).

"Experimental Schools Program, " *Nation's Schools*, 88 (September 1971), 56-58.

Fantini, Mario "Alternative Patterns of Community Participation in Public Education," *Minnesota Education*, 1 (Spring, 1973) 13-20.

Fantini, Mario. "Alternatives Within Public Schools," *Phi Delta Kappan* 54 (March 1973), 444-448.

Fantini, Mario. "The What, Why and Where of the Alternatives Movement," *National Elementary Principal* 52 (April 1973), 14-22.

Greenberg, James D. and Roush, Robert E. "A Visit to the 'School Without Walls': Two Impressions." *Phi Delta Kappan*, 51 (May 1970).

Gross, Ronald "From Innovations to Alternatives: A Decade of Change in Education." *Phi Delta Kappan*. 53 (September 1971), 22-24.

BEST COPY AVAILABLE

Harvard Educational Review, August, 1972.

Holton, C. K. "Challenge of Change: Roles and Relationships: Woodlawn Experimental Schools Project," *Educational Leadership*, 29 (February 1972), 391-393.

Howes, Kimball L. "Reaching the 'Tuned Out' Student on his Own Terms," *Ohio Schools*. 64 (Nov. 26, 1971), 20-21.

Hutchins, Robert M. "The Great Anti-School Campaign," *The Great Ideas Today, 1972*. Chicago: Encyclopedia Britannica, 1972.

Illich, Ivan. "The Alternative to Schooling," *Saturday Review*. 19 (June, 1971), 44-48.

Janssen, Peter A. "Skyline: The School with Something for Everyone," *Saturday Review*, 60 (December 1972).

Jenkins, Evan. "Community Life: Schools Become the Hosts for Public Services," *The New York Times*, (December 23, 1973).

Guernsey, John. "Portland's Unconventional Adams High," *American Education*, 6 (May 1970).

Kozol, Jonathon. "Free Schools: A Time for Candor," *Saturday Review*, 4 (March 1972).

Levine, C. "John Dewey School Adventure," *Phi Delta Kappan*, 53 (October 1971), 105.

Lewis, B.R. "Innovative High School in a Midwestern Suburb," *Phi Delta Kappan*, 53 (October 1971), 105.

Lydiard, Beverly and Beverly Simon. *Kaleidoscope* . Mass. Dept of Education, 1973.

McPherson, R. Bruce and others. "Options for Students in Ann Arbor," *Phi Delta Kappan*. 54 (March 1973).

Morse, David. "The Alternative," *Media and Methods*. 7 (May, 1971),28-34.

Munay, Helen. "Students Drop In, Not Out," *The Clearing House*. 46 (January 1972),289-300.

Murray, H. G. "Students Drop In, Not Out:Lynchburg Learning Center Virginia," *Clearing House*. 46 (January 1972), 300.

NASSP Bulletin, 57 (September 1973).

National Consortium on Educational Alternatives. "What is an Alternative School," *Changing Schools*.

"Need for Alternative Schools Within the Public School System," School Management, 17 (April 1973), 8-9.

New Schools Exchange Newsletter. 30 W. Cota, Santa Barbara, California 93101.

Outside the Net: A New Magazine in Education. P. O. Box 184, Lansing, Michigan, 48901.

Parker, John L. "Teacher Training at Adams," Phi Delta Kappan. 52 (May 1971).

Patton, William and Anderson, Robert A. "Education Vouchers for the Community? Theory Into Practice, 11 (February 1972).

Perron, Jack "Alternative Publishing and Education," Phi Delta Kappan. 54 (March 1973), 461-464.

Phi Delta Kappan, March 1973.

Pugh, Nathaniel Jr. "The Human Element in Alternative Education," NASSP Bulletin, 52 (May 1972).

Render, Gary, et. al. "Directory of Organizations and Periodicals on Alternative Education," The Journal of Creative Behavior, 7 (1973), 54-66.

Shane, H. G. "Innovation: An Ongoing Process," Educational Leadership, 30 (March 1973), 507-509.

Smith, Mortimer. "CBE Views the Alternatives," Phi Delta Kappan, 54 (March 1972).

The Teacher Paper. 2221 N. E. 23rd, Portland, Oregon 97212.

This Magazine is About Schools. 56 The Esplanade, Suite 301, Toronto 215, Canada.

Wertheimer, Patricia. "School Climate and School Learning," Phi Delta Kappan, 52 (May 1971), 518-530.

4. Reports and Conferences

Associated Public School Systems Regional Conference on Alternative Education. Cleveland: November 29, 1973.

"A Foundation Goes to School," New York: The Ford Foundation, 1972.

Glatthorn, Allan A. "Lessons from Alternative Schools" High School Principal's Service, September 1972. (Mimeographed).

Minneapolis Public Schools. "Southeast Alternatives Experimental Schools Program," May, 1971.

Morford, John A., et. al. "Alternative Schools in Greater Cleveland," Cleveland: The Martha Holden Jennings Foundation, 1973.

ALTERNATIVE PROGRAMS IN GREATER CLEVELAND PUBLIC HIGH SCHOOLS:

A DESCRIPTIVE STUDY

SECTION II

BEACHWOOD CITY SCHOOLS: THE CONCEPT I PROGRAM

by

Lynda Kincaid

Presented to

THE MARTHA HOLDEN JENNINGS FOUNDATION

Project Director

Sally H. Wertheim, Ph. D.

Project Consultant

William P. Hoffman, Ed. D.

March 1974

TABLE OF CONTENTS

Page

LIST OF TABLES iii

LIST OF FIGURES iv

LIST OF APPENDICES v

CHAPTER

1. INTRODUCTION AND BACKGROUND 1
    - A Short History 3
    - Philosophy 6
2. DATA 11
    - Physical Plant and Facilities 11
    - Financial Data 16
    - Student Enrollment 19
    - Staff 23
3. PROGRAM 29
4. STUDENT AND TEACHER INTERVIEWS 38
5. SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT 42
    - Program Evaluation 45
    - Problems 46
    - Impact 49
    - Future 52

APPENDICES 55

LIST OF TABLES

Table Page

1. Financial Data: 18
   Concept I in Perspective
2. Enrollment Data: 22
   Beachwood High School
3. Enrollment Data: 22
   Concept I

LIST OF FIGURES

Figure Page

1. Floor Plan of Concept I Environment 15

LIST OF APPENDICES

Appendix Page

A. Acknowledgements 55

B. Beachwood City Schools Philosophy of Education 56

C. Basic Assumptions About the Educational Enterprise and About Beachwood Students 59

D. Faculty and Staff of Concept I 60

E. Monthly Student Evaluation Form 61

F. Final Student Evaluation Form 62

G. Student Questionnaire 63

H. Faculty Report on Concept I: 1971-1972 65

I. Concept I: Beachwood High School 81

J. 1972-73 Evaluation of Concept I: Beachwood High School Beachwood, Ohio 85

K. Proposal for Revision of Concept I 131

L. Staff Meeting Agenda: Topics for Discussion 133

M. Concept I Newsletter: October, 1973 134

N. Staff Salary Schedules 136

O. Administrative Staff Job Description by Les Robinson . . . 140

P. Administrative Staff Job Description by Ron Naso 142

CHAPTER 1

INTRODUCTION AND BACKGROUND

Education has always been a primary concern in America. However, although almost everyone seems to agree that good schooling is essential to the country and its youth, there has been much disagreement concerning how a good education is to be acquired. Throughout our history, educators have tried to improve upon traditional practices, methods, and ideas which have existed since the beginnings of public school systems in the United States. Some who have been concerned proposed that better schools would develop if existing programs were expanded with techniques such as programmed learning, team teaching, and remedial reading. However, more recently, many have concluded that adding on to traditional ideas is not the answer to providing better education. This is the reason that there is a new and growing interest in alternatives to the traditional approach, which has lead to the establishment of various experimental ventures across the country. Just as public systems in other areas of the United States do, Cleveland and suburban Cleveland high schools include a variety of alternative learning programs in an effort to provide a better education in a non-traditional way.

This investigator's task was to write an in-depth description of Concept I, the alternative program provided to students at Beachwood High School. Various research techniques were utilized in order to obtain the necessary information. Past and present administrators were interviewed, as well as teachers and students. Teaching-learning situations were observed, and student questionnaires were distributed.

Various written statements and program evaluations were surveyed in an effort to find the facts necessary to answer the pivot questions of the study: What are the purposes of the program? How and why did it come into being? What has been its subsequent history? What program evaluation procedures and statistical data exist? Does it appear that the objectives are being met? What procedures have been established to disseminate innovations to other schools?[1]

The administrators, faculty, and students who were questioned and observed provided the researcher with data on the Beachwood alternative program, and the open school philosophy. Mrs. Rowena Hunt, secretary, and a significant force within the program, also served as a source of information and insight into the operations of Concept I. The alphabetical listing and titles of those interviewed or mentioned in the report, included in Appendix A, may be a helpful reference for the reader. It is hoped that the detailed description which follows this brief introduction will provide an objective picture of one alternative learning environment in a suburban Cleveland public high school.

Should a visitor interested in education walk into Beachwood High School on Fairmount Boulevard, he would probably want to tour the unique learning environment which exists on the east corridor of the south end of the building. As he would come into the large open space, undoubtedly, he would be intrigued by the learning activities and atmosphere surrounding him. The observer might find many students, or hardly any, depending upon the time of day and the flexible plans made by staff and students for learning experiences. If the visitor was one oriented to the traditional classroom, he might not understand what is happening. Much time would have to be spent in viewing its operations before an observer could grasp the philosophy and workings of Concept I, Beachwood High School's alternative learning program.

Basically:

> Concept I is . . . for students who wish to share in the the responsibility of designing and implementing their own curriculum. Each student with the help of an advisor develops an academic program suited to his own interests and needs. Such programs might include individualized study in academic disciplines, student-initiated interdisciplinary classroom experiences, project - or problem-oriented studies, on-campus college programs, community volunteer and work experiences, and teacher-designed classroom studies throughout the school. Each student will have the opportunity to plan a program based on any or all of these experiences and any others he might develop.[2]

The program is only one of a variety of "learning methods" available to Beachwood High School students.

That is, besides Concept I and Concept II, the traditional educational approach, Concept IV exists. This latter alternative ". . . is designed to provide help for those students who learn in special ways."[3] However, it enrolls a smaller number of students than does Concept I. Considering the facts that some Concept IV pupils may have learning disabilities, and a substantial number of its students are involved in Concept II classes,[4] Concept I seems more appropriate for the purposes of this particular study. Yet, Concept I must be seen in the proper perspective: an alternative which was created to stand independently as one cog in the wheel of Beachwood High School.

A Short History

The Concept I alternative learning program was established at Beachwood High School when a group of administrators, teachers, and students attempted to put into practice a theory presented in a position paper written by Mr. Walter Marks in 1971. Dr. H. James Mahan, Beachwood Assistant Superintendent of Curriculum, was introduced to Mr. Marks, in the Department of Education at Ohio State University. Dr. Mahan was looking for a man with extensive background in curriculum development and innovation; and Mr. Marks had the necessary qualifications, as well as a strong interest in alternatives. Consequently, the latter gentleman was hired as Assistant Principal of Beachwood High School in early July of 1971.[5] He brought with him the idea upon which Concept I was to be based.

On July 7, soon after acquiring his new position, Mr. Marks called a meeting of other high school administrators, and Mr. Ron Naso, the man who was to be the program's first Instructional Leader. The details of the original proposal were sketched and discussed, and the idea was accepted as a good one by all concerned.[6] However, the question was: when should Concept I be initiated?

It was concluded that one of three possible starting dates would have to be chosen: September of 1971, January of 1972--second semester of the 71-72 school year, or September of 1972. Mostly everyone agreed that either second semester, or September of 1972 would be the best choice--except Mr. Marks. He advocated the immediate implementation of the program. Perhaps he felt that waiting would mean that compromises might be made in his original idea; or, maybe he felt that he had a mandate from those who had hired him to quickly get a vehicle for curriculum innovation going.[7] At any rate, with a little pressure from Mr. Marks, the other involved Beachwood educators went along with starting

Concept I on September of 1971.

After that initial acceptance, of course, it was still necessary to obtain the approval of the five member Beachwood Board of Education. Although the entire Board was enthusiastic and receptive to the theory behind the alternative, there were questions raised concerning budgeting and the small amount of time to plan for a major program which was to begin in less than two months. However, even though some felt that it might be better to wait, on July 26, 1971, the Board of Education approved the September 1971 beginning of Concept I by a vote of four to one.[8]

The next step was to attempt to find a staff who could operate in a non-traditional educational atmosphere. Of course, Mr. Marks, along with Dr. Mahan, was the central force in hiring the first five teachers, and one full-time assistant who became a full-time instructor second semester. Another full-time teacher was also gained second semester when one of the twenty student teachers who served in Concept I that first year was hired. So it can be observed that the program was staffed by seven full-time people in its first year. Mr. Ron Naso was the teacher designated to oversee the operations, and perform administrative duties within Concept I--as Mr. Marks had to face Assistant Principal responsibilities for the entire high school when the 1971-72 school year got under way. It was only two weeks before the first day of classes in September of 1971 that this staff met. It should be noted that some of the members were experienced Beachwood High School teachers.[9]

At that point in time, the only task remaining was to recruit an appropriate number of interested students in order to make the new program work. Newspaper publicity, and letters to parents of high school pupils got the message around. No limitations were set; no screening occurred; no efforts were made to balance boy-girl enrollment or grade levels. Any student, with the consent of his parents, could enter Concept I; even some who did not decide they wanted to be involved until after the beginning of the school year. When recruitment efforts ended, the new program was responsible for educating 122 students via an alternative to the traditional schooling approach.[10]

Philosophy

It was stated in a concise description of the philosophy and operations of Concept I which resulted in the "Faculty Report of 1971-72:"

> The ultimate goal of the program is to make the student an independent learner. Thus, emphasis should be placed upon skills which will enable him to pursue learning without the help of the staff.

This is the second of nine principles governing the curriculum and methodology of Concept I. The other aims which may be considered equally important bases of the alternative, are the following:

> The responsibility for the planning and execution of the student's educational program must lie with the student. To this end, the staff must encourage and aid the student in developing those skills necessary to plan his educational program and to pursue it effectively. Primary among these are the skills of responsible decision making and the acceptance of personal responsibility for fulfilling individual goals.
>
> The student should be a critical thinker willing and able to question his world, to gather information in search of solutions, and to analyze and synthesize ideas.
>
> Students should develop functional skills in communication (speech and composition), computation, and information gathering.
>
> The student should have a knowledge and the experience of working with groups to the end that he gain knowledge of effective

> group process, and that he be tolerant of and able to work with differing opinions and personalities, and that he realize the responsibility of commitment to others.
>
> Learning should not be viewed in unique and separate disciplines, but rather should be viewed as a whole relating to the student's needs and/or interests.
>
> The school building and the classroom is but one of a number of resources for learning in our world. Consequently, the student should be encouraged to make use of any and all learning resources available within the school and in the general community.
>
> Evaluation, both personal and external, is necessary to the growth and development of the student. It should be ongoing rather than periodic and should be designed to aid the student in determining further direction and scope for his learning.
>
> The relationship between student and teacher must be one of mutual respect and trust. It is only through the free interchange of ideas between people interested in learning that real learning can take place. Our program must provide an environment of openess and freedom that will allow students to truly enjoy the pursuit of learning and to develop their own unique personalities.[12]

It is stated that these objectives stem from a number of assumptions which are specified in Appendix C. Both the assumptions and the goals imply that:

> The program itself is an attempt to develop within the student a sense of responsibility for his own educational program in the hopes that (1) self-directed learning will be more meaningful and thus more effective, and that (2) the student will be better able to make decisions regarding his life.[13]

Looking at this philosophy from another viewpoint, one may observe that it is consistent with the general philosophy of [illegible] Schools, a copy of which may be found in Appendix D. It states:

> We believe that our students should be prepared to cope with an uncertain and unforeseeable future. Therefore our schools should help them to develop the imagination, the desire, the self-discipline, and the self confidence to apply techniques for problem solving in creative ways to the problems with which they are or may be faced.[14]

It would seem that the goals of the entire school and each program within it should reinforce one another, if student confusion is to be avoided. Therefore, it can be noted that both the Beachwood and Concept I statements reflect a concern with independence and self-direction.

Although the Concept I principles were first declared in 1971-72, it seems that current staff members concur with the ideas which were originally expressed. For instance, the present Instructional Leader sees the key goals of the program as "independent learning and learning responsibility for self."[15] Program teachers, who were asked to express their conceptions of the alternative's key aims, made statements similar to those of the administrator. Four instructors mentioned the development of individual responsibility, and three stressed independent learning at one's own pace. Only the two math teachers centered their discussions of goals around the development of needed concepts and practical uses of subject matter. However, even with their different view of objectives, Mr. Hanzl and Mr. Hill also mentioned the individualized instruction and pacing which was emphasized in the remarks of other staff members.[16] So, in essence, the philosophical ideas expressed by the present faculty reflect a belief stated in the 1971-72 Concept I description:

> . . . that learning should take place in a relaxed environment that encourages a concern for learning, a mutual respect and trust among students and staff, and a recognition that everyone in the community is a unique human being with his own interests, his own personal timetable for learning, and his own set of values. The task of Concept I is to provide an environment which makes learning a natural and meaningful growth experience, bound not by the limits of a building or an institution, but by the the creativity and capacity of a human mind."[17]

This would seem to be an appropriate educational aim. However, as the program has developed, the goals have been studied and questioned.

As Mr. Ron Naso said in the first Concept I faculty evaluative report:

> . . . as with any position paper, the document is filled cliches which lack practical substance . . . throughout the program, students, teachers, administrators, and parents alike were unsure of exactly what Concept I stood for.[18]

More recently, staff discussions have been centered around the implementation of the original principles, not the goals themselves.[19] So, it would seem that the basic philosophy stands.

FOOTNOTES

[1] Questions posed by Dr. Sally Wertheim, project committee discussion, October 2, 1973.

[2] Ron Naso,"Program of Studies 1973-74" (Cleveland: Beachwood High School, 1973-1974) p. 1

[3] Stuart Berger, Ibid., p.51

[4] Mr. Matt Galemmo, personal interview, October 19, 1973.

[5] Mr. Robert L. Holloway, personal interview, October 25, 1973.

[6] Mr. Ron Naso, personal interview, October 22, 1973

[7] Ibid. [8] Holloway [9] Naso [10] Ibid.

[11] "Concept I - Beachwood High School" (Beachwood: Beachwood High School, Fall 1972), p. 2 Mimeographed.

[12] Ibid. [13] Ibid., p.1

[14] "Philosophy of Education" (Beachwood: Beachwood City Schools, 1973), p. 3 Mimeographed.

[15] Mr. Les Robinson, personal interview, October 19, 1973.

[16] Concept I teacher, personal interview, October 19 - November 5, 1973.

[17] "Concept I - Beachwood High School," p. 4

[18] Ron Naso, "Faculty Report on Concept I: 1971-72" (Beachwood: Beachwood High School, 1972), p. 1 Mimeographed.

[19] Based on meetings attended, October 18 - November 5, 1973.

CHAPTER 2

DATA

Physical Plant and Facilities

Even though Concept I has been housed in the same area of the high school since its beginnings, the available space has been altered as the program has developed. In September of 1971 six classrooms were designated for Concept I use. On one side of the hallway two movable partitions which divided three classrooms were always kept open in order to facilitate the open space education idea. On the other side of the hall were the closed-off biology-chemistry rooms, and a two classroom area with an open partition which was utilized as an all-purpose area--for study, lounging, guest speakers, and T.V. watching of current events programs. Although the open learning environment set-up remained the same through the program's second year, the partition in the all-purpose area was closed for the 1972-73 school year: one classroom was to be used for lounging, while the other was designated as a quiet study center.[1]

It was in August of 1973 when more permanent alterations were made in accordance with recommendations suggested by Mr. Ron Naso, the program's first Instructional Leader, and approved by Mr. Les Robinson, the present administrator. It was decided that the solid walls dividing the open learning environment from the corridor would be eliminated, as well as the solid wall between the instruction area and a room which had accommodated school audio-visual equipment. On the other hand, a solid wall would be constructed at the other end of the space in order to create a small storage room for Concept I materials. In other words, the open learning environment section of the enclosure would include the space of four classrooms and the hallway, minus the small storage room area.[2]

It was also decided that there would be no wall building or elimination in the rooms on the other side of that space which had previously been a hall. The biology-chemistry rooms would remain the same; and, the quiet study room would be converted into the Concept I office, which had first been located on the corridor of traditional classrooms in the same wing of the building. That which was once the lounging room would be divided in half by a row of lockers; one part would be used for quiet study, and the other section would be utilized to store the equipment which would be displaced when the audio-visual room was taken over by Concept I.[3]

All of these plans envisioned by Ron Naso became a reality, and the environment in which the alternative program now functions is pictured in Diagram No. 1. Although the physics-chemistry lab equipment at the far end of the learning area is being used very little at the present time, it is hoped that such will not be the case in the future. It is also hoped that the audio-visual materials being stored in half of the quiet study room can be removed to another part of the school building at some time during the current school year.[4]

Carpeting, essential in an active learning area where people move and act freely, was installed at two different times. The floors of the two classroom areas most utilized for learning, and the room which is now the office, were covered at Christmas time of the 1971-72 school year. The corridor space, and the room which was once for audio visual storage, were carpeted in September of 1973, just after the completion of the physical alterations planned by Mr. Naso.[5] The floors of the quiet study room, science rooms and the space that will eventually be a physics lab - project area are not covered.

The equipment, materials, and furniture--not designated onthe floor plan--which occupy the rooms just previously discussed, must also be described in order to give the reader a true picture of Concept I facilities. The office, serving as the hub of activity, contains desks for the administrator, and program secretary. It is also furnished with a long conference table, two study tables, a file cabinet, storage cabinets, and shelves upon which teacher resource materials are stored. The administrator and his secretary are both supplied with typewriters, and there are also two machines on one of the study tables for teacher or student use. Too, there are three telephones in the office: these are frequently utilized by students and staff to organize field trips and contact community people significant in planning activities or providing information.[6]

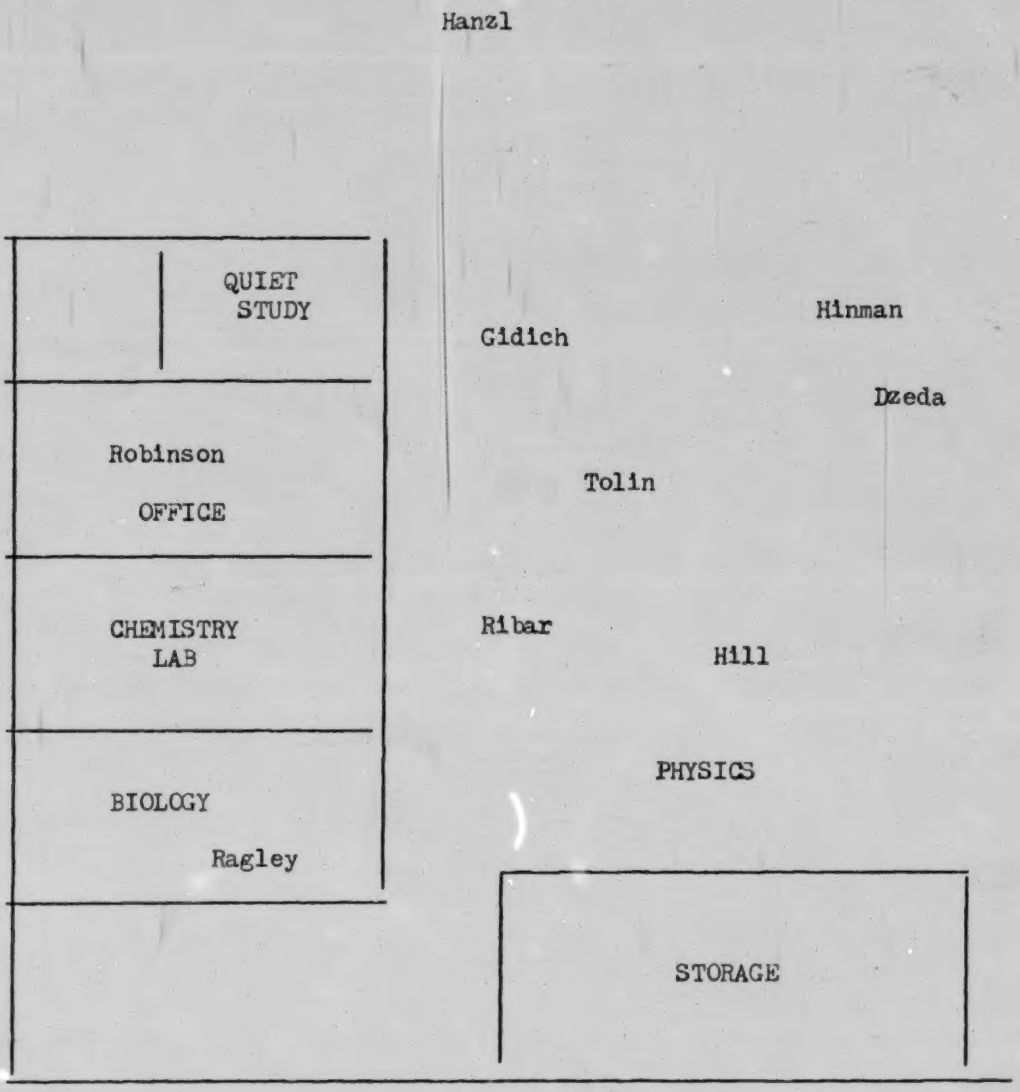
The science rooms are neatly kept, and are adequately supplied with equipment and materials. There is a desk for the teacher, lab tables and facilities, and long narrow tables against the walls of the biology room, upon which are aquariums and plants being utilized in learning experiences. The smaller room, designated as the chemistry lab, is lined with built-in cupboards and drawers, as well as a sink. Presently an incubator containing chicken eggs is set up in conjunction with a genetics study. Both science rooms are well lit, and the only problem seems to be that more electricity could be used at times: electricity "centering" is needed.[7]

The open space, the largest learning area, is furnished with desks for all the teachers, strategically placed throughout the room. There are various large round and small square study tables, chairs, a three-level student constructed platform near Mr. Gidich's desk, a few shelves on the walls for storage of books and teacher materials, and a few rather worn pieces of lounging-type couches for students. There are also a couple of standing portable blackboards, a standing bulletin board outside the office door, a line of compartmentalized cardboard boxes being utilized as student mailboxes, some small file cabinets near teacher's desks, and a paperback book rack near Ms. Hinman's station. On the partial solid partitions which are pictured in Diagram No. 1, are two colorful mural-type pictures--painted directly on the walls--which were done by Concept I students. Over one of these pictures, near Mr. Gidich's desk, there is a giant slide rule. On the opposite sides of these partial walls are bulletin boards for posting announcements.[8] Too, on the far end of the large open space, there are sinks, lab tables, and equipment which has recently been connected.[9]

The small enclosed room just behind this lab area contains built-in cupboards for storage, and a built-in side board which is presently being used for candlemaking, although it may also be utilized for other special projects or experiments. The other small enclosed area--for quiet study--is supplied with a couple of tables and a few chairs. It may observed that neither of these small rooms is occupied frequently.[10]

Because the program was so quickly implemented after the presentation and acceptance of Concept I by the Beachwood Board of Education,

BEST COPY AVAILABLE


Hanzl
QUIET STUDY
Gidich
Hinman
Dzeda
Robinson
OFFICE
Tolin
CHEMISTRY LAB
Ribar
Hill
PHYSICS
BIOLOGY
Ragley
STORAGE

CONCEPT I - FLOOR PLAN

DIAGRAM NO. 1

the first furnishings, carpeting, and many materials were begged or borrowed.[11] However, soon after its implementation began, requisitions were approved, and Concept I came into its own. Today the program has its own operating budget. And, no teacher complains of an inability to obtain any books or other needed materials, although some staff members indicate a desire for more storage places in the open space.[12] Of course, it must be recognized that certain facilities and audio-visual equipment are shared with the other learning programs functioning within Beachwood High School, and some students attend classes in other parts of the building. However, generally, this narrative pictures the physical environment in which Concept I operates.

Financial Data

The financial picture of Concept I must be considered in order to help the reader more clearly understand the programs operations. This is the second year in which there has been a specific Concept I budget, although the program has existed for three years.

As it was indicated in the "History"section of this report, Concept I was quickly initiated just before the beginning of the 1971-1972 school year. No particular amount of money was designated for the experiment: materials, equipment, and furniture were borrowed from other parts of the building; and space in the high school was made available. There was no time for definite financial organization.[13]

However, as the program headed into its second year, money was provided in the budget especially for Concept I. By the end of the first year teachers were able to order materials which they felt were necessary, and plans to modify available space were being considered. It seemed that the new program would not be refused any necessary funds. In fact, at the conclusion of the 1971-1972 school year in his evaluative report, Mr. Ron Naso wrote that, ". . . the availability of funding cannot help but make us a stronger program with regard to physical plant and equipment."[14] If the previous administrator's observation was correct, it may imply that better financial organization marked the second year of the Concept I money picture.

As the alternative goes into its third year, no teacher complains of a lack of materials, facilities, or equipment.[15] Just as the Beachwood Community has always supported its schools, so has the high school allotted an appropriate amount of money for Concept I. No requests for teaching supplies or equipment have been denied. For example, the program now has a mini-bus which was requested at the conclusion of the first year, after it was observed that many small group field trips were to be a large part of the program.[16] Also, more recently, the installation of an independent public address system in the open space environment has been planned.[17]

Each of the major learning programs in the high school (Concepts I, II, and IV), is given a certain amount of money to spend in three categories listed in the school's total operating budget. As the data in Table 1 shows, Concept I can spend: $1,000 in category B 4--for classroom textbooks, $150 in category B 5--for periodicals, and $6,500 in category B 6--for other educational supplies and equipment.[18] Thus, altogether the alternative program can use $7,650 of the $43,000 allotted to the entire school for the designated categories. So, Concept I is

FINANCIAL DATA:

CONCEPT I IN PERSPECTIVE

Program	B 4	B 5	B 6	Total
Concept I	$1,000	$ 150*	$6,500	$ 7,650
Concept II	$6,000	$17,750**	$17,000	$30,750
Concept IV	$ 500	$ 100*	$4,000	$ 4,600
	$7,500	$18,000	$27,500	$43,000***

Key: B 4 - classroom textbooks (hard bound)

B 5 - library books and periodicals

B 6 - additional educational supplies and materials

* Concept periodicals only.

** This figure includes all high school library books and periodicals.

*** This figure is not the total operating budget. It does not include expenditures for heavy equipment, transportation, utilities, etc.

receiving about eighteen percent of the total in order to educate approximately twenty percent of Beachwood High School's total enrollment. It is necessary to consider the facts that all high school students share physical education facilities, and the library.

As the administrative offices of the Beachwood Schools see it, no matter what program a pupil is in, approximately $1,655 will be spent on him this year. Since Concept I is not funded by any source other than the local taxes which support the rest of the school system, the amount of money spent on each pupil is the same as it is for students in other programs.[19]

Of course, the largest financial investment of Concept I has not yet been discussed--that of faculty salaries. It is indicated by the salary schedules which are included in the appendix that wages have been, and will be, increasing. Using present Concept I staff education and experience information it can be estimated that over $92,000 will be spent on teacher and administrative salaries this year--not to mention the program secretary's wages. Thus finance is viewed from another angle, and its importance in the total picture of program operations cannot be denied.

The present administrator of Concept I feels that the greater financial organization which has accompanied the growth of the alternative has been a benefit to the program. Mr. Robinson sees no funding or budget problems in the immediate future.

Student Enrollment

As it has been previously indicated 122 students were enrolled in Concept I in its first year. Because there were no limitations set, screening, or efforts to balance sexes or grade levels, this first group of pupils was a skewed one. There were approximately twenty-five Freshmen, twenty-eight Sophomores, twenty Juniors, and forty-nine Seniors. Mr. Ron Naso, the program's first administrator, says that the large Senior enrollment was probably due to the fact that these older students were attracted to the greater freedom and personal responsibility allowed in Concept I. Also, Seniors knew the experienced Beachwood teachers who were involved, and some of these students were drawn into the program because of the staff.[20]

Even though a certain amount of imbalance was apparent, there was no effort made to adjust enrollment in 1972-73. Although the total number of students increased to 140, again, the majority of them were Seniors.[21] Such is also the case in the program's third year. As it has been in the past, screening does not occur, although more restrictions have been placed on joining Concept I once the school year has begun. This limitation is considered reasonable because present students have had more time to gain a knowledge of what the program is all about than the pioneer pupils of 1971.

One who wishes to enter Concept I may read about the idea in the student handbook, or hear about it from his friends, teachers, or guidance counselor. If he is a Freshman student, he may be introduced to the program via a series of orientation-type speeches given to middle school pupils during the spring of the year before they are to enter the high school. At any rate, no matter how he may hear of Concept I, the interested student applies for acceptance into the program. After being interviewed by the Instructional Leader, the applicant's past school records are reviewed. Since parental consent is necessary, conferences between the Instructional Leader and parents are then set up. After this entire process has occurred, recommendations are made by the program's director. However, even if it is recommended that the applicant should not enter Concept I, the final decision rests with the student and his parents. No one is denied the opportunity to enroll.[22]

In the 1973-74 school year, there are 147 enrolled students divided into seven homerooms: fifteen are freshmen, sixteen are sophomores, thirty-nine are juniors, and seventy-seven are seniors. It can be observed that grade level imbalance has grown. However, even though one type of inequity exists, it is interesting to note that the total number of boys and girls in the program is about the same; there are seventy-six boys and seventy-one girls.[23]

Viewed from another perspective, Concept I enrolls approximately 20% of Beachwood High School's 727 pupils. The alternative program includes 7.2% of the Freshman class, 15.3% of the Sophomores, 14.4% of the Juniors, and 35% of the Senior class.[24] This analysis, which is reinforced by data presented in Tables 2 and 3, on the following page, further emphasizes the differences in grade level enrollment.

The Instructional Leader says that the pupils in the program are representative of the Beachwood High School student body. They range in age from twelve to nineteen, and most of them are Jewish. They come from affluent homes, and are members of families which emphasize the importance of education; most pupils aspire to attend college. Mr. Robinson maintains that third and fourth year Concept I students might be considered more mature and self-directed than the average.[25]

ENROLLMENT DATA

Table 2

Beachwood High School

	Boys	Girls	Total
Grade 9	104	105	209
Grade 10	92	104	196
Grade 11	108	94	202
Grade 12	130	90	120
	434	393	727

Table 3

Concept 1

	Boys	Girls	Total
Grade 9	4	11	15
Grade 10	5	11	16
Grade 11	19	20	39
Grade 12	48	29	77
	76	71	147

Staff

The staff who is responsible for educating this representative group has grown slightly, to match the relatively small increase in enrollment. As it has been indicated in the History section of this report, the first year Concept I faculty was composed of seven full-time people. Five teachers were hired, as well as a para-professional who became a certified instructor in January of 1972. Also, a student teacher who worked in the program from the Fall of 1971 was hired full-time for the second semester. At that time the director of the program also taught.[26]

In the second year of Concept I all of these instructors stayed, and two more were added, one of them part-time. So, the faculty had been expanded to include eight and a half teachers.[27] Also it was decided that it was necessary to add a full-time secretary to the staff. Previously, clerical tasks, record keeping, and other office duties had been divided between two secretaries, part-time in the new program. At the start of the 1972-73 school year, Mr. Ron Naso was named Instructional Leader. Although he had served as administrator during the previous year, he was given no special title at that time.[28]

This year Mr. Naso, who has been promoted to Director of Pupil Services, has been replaced by Mr. Les Robinson. Mr. Robinson, new to Beachwood Schools, heads a staff of nine teachers: two of them teach "Inter-Cept" math classes--classes combining Concept I and Concept II students, and another teaches languages one half day in Concept I. Considering the facts that three people are shared, and Mr. Robinson does not teach, it may be observed that the program still involves approximately eight and a half teachers. Their names are listed, along with those teaching in previous years in Appendix D. It can be seen that four of the instructors have stayed with the program since its beginning: Mr. Hanzl, Ms. Hinman, Mr. Gidich, and Mr. Ragley. Mr. Dzeda and Ms. Tolin are first year teachers with limited experience in other educational settings. Ms. Ribar has had extensive training and educational experience, although this is her first year at Beachwood. Miss Comella, also a newcomer to Concept I, is a very experienced teacher who has served in Beachwood for six of the twenty-three years which she has taught.[29]

Although teachers do not have a specified number of classes assigned, each of them has a certain number of pupils in a variety of subjects. When each instructor was asked to estimate approximately how many students he is dealing with in the courses offered, the responses were as follows: Miss Comella--40, Mr. Hanzl--76, Ms. Hinman--100, Mr. Dzeda--34, Ms. Tolin--75-80, Ms. Ribar--70, Mr. Hill--56, Mr. Ragley--126, and Mr. Gidich--80-100. Of course, these figures are subject to change throughout the year as some courses conclude and others are created. Too, it must be considered that, while Miss Comella's estimate eliminates her Concept II classes, Mr. Hanzl's and Mr. Hill's estimates do include their "Inter-Cept" groups. So, although each teacher, except for Miss Comella, counsels twenty to twenty-five Concept I advisees, there is a certain amount of inequity in class loads.

Too, there is also another kind of faculty imbalance. Of the nine people who are teaching, five of them have strong backgrounds in humanities-type subject areas: English, history, social studies. This observation should be made in spite of the fact that some of these instructors are teaching subjects which are only slightly related to, or outside of their major fields. There are only two math people who are shared--even though another teacher with a humanities background is teaching some math too. There is only one science instructor, although a shared math teacher who is qualified hopes to start a physics program. And, there is only one part-time language teacher.[30]

There are no teachers for subjects such as art, physical education, or music. This means that students must go outside of the alternative program to get certain background that Concept I cannot provide. This leads to problems, since time of pupils in Concept I is controlled by Concept II schedule. That is, Concept I teachers must plan for individual and small group sessions that do not conflict with Concept II classes in which their students are involved. Also because of program conflicts, at times some pupils must pass up field trips, whichare so much a part of the Concept I idea.[31]

Although there are no student teachers working in the program at this time, it is probable that many will be before the end of the school year. In fact, it is tentatively planned that an art teacher will be serving. However, the Instructional Leader believes that student teachers who are allowed to teach in Concept I should be enthused about the program idea and the environment.[32] This is one quality that the staff seems to have in common, their enthusiastic belief in the alternative, even though their thoughts on achieving certain objectives may differ.

Generally, faculty members were hired by following standard application procedures. Two current members were added to Concept I after serving as student teachers in the program. As has been previously indicated, Mr. Marks, Concept I originator, had a large roll in recruiting teachers in 1971-72. Applicants may have also been interviewed by other administrators, and Mr. Ron Naso, who was the director for the first two years.[33] Last year, Concept I teachers had the opportunity to interview candidates too. However, now, anyone desiring to teach in the alternative may speak to the Assistant Superintendent of Beachwood Schools, Mr. James Sikler; or he will probably be interviewed by the high school principal, Dr. James Payton. The applicant will definitely be screened by the present Instructional Leader who says, in the future, he would like to see aspiring Concept I instructors trial teach in the open environment before hiring them.[34]

This, then, presents a picture of how the student enrollment and faculty have evolved in Concept I. Mr. Robinson hopes that the future may bring an increasing number of Freshmen and Sophomores. Limitations on the number of pupils have not been set, although screening is currently being discussed in staff meetings. The Instructional Leader also feels that the faculty will continually change in order to meet student needs and improve the program.

FOOTNOTES

[1] Mr. Ron Naso, personal interview, October 22, 1973.

[2] Mr. Les Robinson, personal interview, October 18, 1973

[3] Ibid. [4] Ibid. [5] Ibid.

[6] Based on observations made during a tour of the physical plant, led by Mr. Les Robinson, October 18, 1973.

[7] Mr. Robert Ragley, personal interview, October 19, 1973

[8] Observations

[9] Robinson

[10] Based on observations made from October 18 - November 5, 1973.

[11] Ron Naso, "Faculty Report on Concept I: 1971-72" (Beachwood: Beachwood High School, 1972), p. 7. Mimeographed.

[12] Various Concept I teachers, personal interviews, October 19 - November 5, 1973.

[13] Ron Naso "Faculty Report on Concept I:1971-72" (Beachwood: Beachwood High School, 1972), p. 7 Mimeographed.

[14] Ibid.

[15] Concept I teacher, personal interview, October 19 - Nov. 5, 1973.

[16] Mr. Les Robinson, personal interview, October 19, 1973.

[17] Ibid., October 23, 1973.

[18] Based on financial records and budget maintained in the principal's office, Beachwood High School, November 5, 1973.

[19] Based on information obtained from the offices of the Beachwood Board of Education, telephone interview, November 4, 1973.

[20] Based on statements made by Mr. Ron Naso, personal interview, October 22, 1973.

[21] Ibid.

[22] Based on statements made by Mr. Les Robinson, personal interview, October 19, 1973.

FOOTNOTES

[23] Based on enrollment files at the Student Services Center, Beachwood High School, October 23, 1973.

[24] Ibid. [25] Robinson [26] Naso [27] Ibid. [28] Ibid.

[29] Based on statements made by Concept I faculty, personal interviews, October 19 - November 5, 1973.

[30] Ibid. [31] Ibid. [32] Robinson [33] Naso [34] Robinson

CHAPTER 3

PROGRAM

"The course of study in Concept I can be as broad or as limited as the needs and the desires of its students and staff."[1] This statement, made by the Instructional Leader of the program in the first faculty evaluative report, reflects the variety of curricular offerings which the staff of the alternative has attempted to provide throughout the three years of the existence of Concept I. As there is for Concept II pupils, there is no student handbook with a definite listing of courses. This is because:

> Concept I is. . .for students who wish to share in the responsibility of designing and implementing their own curriculum. Each student with the help of an advisor develops an academic program suited to his own interests and needs. Such programs might include indivualized study in academic disciplines, student-initiated interdisciplinary classroom experiences, project-or-problem-oriented studies, on-campus college programs, community volunteer and work experiences, and teacher designed classroom studies throughout the school. Each student will have the opportunity to plan a program based on any or all of these experiences and any others he might develop.[2]

Thus, the curriculum changes with the interests, needs, and skills of the students and teachers.

After Concept I had been in operation for its first year, Mr. Ron Naso wrote:

> The heart of the. . .program lies in the programs that the students design and elect to pursue. . .
>
> Many students chose at the beginning of the year to pursue courses of study very similar to those offered in the regular program. Numerous courses were offered--English, mathematics, social studies, science, drama, dance, and art--on a regular seminar basis. The courses included numerous field experiences,

> simulation activities, individualized instruction. . . The major portion of the curriculum this year was geared to regular class approaches by student choice.
>
> There were real attempts to provide interdisciplinary programs this year. Some of these were most successful and provided interest, enjoyment, and learning in many disciplines.[3]

Considering the courses available during the investigation period for this report, in the program's third year, it would seem that more specialized and unconventional offerings are now made upon request. The various teachers interviewed were asked to name the subjects they were teaching. Courses such as anthropology, architecture, zoology, biochemistry, law, philosophy of the Bible, group dynamics, mass media, psychology and journalism were some of the subjects mentioned, besides the more common English, math, and social studies offerings. It is implied that this curriculum has evolved on the basis of student need and interest. The present courses will exist for as long as the needs exist; then they will be eliminated or replaced by other offerings.[4] It should be noted that this year a Concept I pupil may also participate in "Inter-Cept", which

> . . .enables a student to elect specific studies in any of nine areas regardless of the student's being basically Concept One, Concept Two or Four. Inter-Cept provides a place where students from different programs can meet in a common learning situation while at the same time preserving the essential differences of the major concepts.[5]

However, the curricular philosophy upon which the program was originally founded describes its current operational basis:

> In general, curriculum consists of learning experiences that include student and teacher organized classes with scheduled meeting times, independent study projects in a single discipline or in a combination of disciplines, learning experiences in work or volunteer areas, and class experiences in local universities

> and other educational institutions. A student may develop programs that include any number of these activities. What he chooses is his decision and the final program varies with the nature of the individual. Academically, it is our belief that students will develop a program with relevance to them that will allow them to acquire basic learning skills and an appreciation for the positive experience of learning.

Descriptions of an individual Concept I student and teacher may help the reader to more clearly understand curriculum organization and the workings of the program.

Jane Doe is a tenth grade student who hopes to earn all of the credits necessary for graduation in three years. She is taking some subjects for partial credit, and others for whole credit. She will be talking and negotiating with her teachers as the school year progresses in order to determine exactly what standard Beachwood High School requirement each course meets, and how much credit should be given.

Like many other Concept I students, Jane must share her time with Concept II classes: she wants to take musical theater and choir, neither of which are offered in the alternative program. She also wants to participate in a special French program which will allow her to travel to France later in the school year. This means that some of her time has to be spent in a Concept II classroom. Nevertheless, her individual student needs, interests, design and variety are apparent in Jane's schedule.

At the time of this investigation Jane was enrolled in: musical theater, choir, Latin, geometry, anthropology, biology, psychology, creative writing, Cleveland History, American-Canadian Government, and tap. She was also doing some field work for four hours one day a week at Highland View Hospital. Of course, all subjects do not require daily meetings: some are conducted as independent study, and some only meet once or twice per week.

BEST COPY AVAILABLE

More specifically, for example, Jane has geometry every day, Latin and psychology twice a week, and creative writing once a week. She goes on field trips and periodically discusses outside readings with her teacher for Cleveland History.

If Jane had been enrolled in the traditional high school program, her time would be controlled by a standard bell schedule; and, consequently, her number of courses would be curtailed. Thus, it would be difficult for her to earn all of her credits in three years.

The student said that no two school days are ever alike for her. On the particular day of this investigator's interview, Jane had just attended her Concept II classes from 8:00 through 9:40. She then came into the Concept I area in order to discuss a planned field trip with Mr. Ragley for about fifteen minutes. After trying to arrange a meeting for psychology with Ms. Tolin, at 10:30 the pupil headed toward the dance room for tap until 11:15. Following lunch, from 12:00 until 1:30, she attended her special French class. Then she returned to the Concept I area for psychology at 1:30 and geometry at 2:00. Jane left Beachwood High School at about 3:00.

The student's schedule seems to be as varied as those of her Concept I teachers. An observer would have a difficult time describing a teacher's typical day; however, a specific description of one instructor's day may bring to light the teacher's role in the operations of the alternative program.

On October 22, 1973 Mr. Ragley, Concept I science teacher, walked into Beachwood High School at 7:30 to meet with four students for a few minutes about lab procedures in which they were involved. At 8:00 the teacher went to the staff meeting which occurs every morning at that time; and, by 8:30 Mr. Ragley was free to proceed with the other business of the day.

From 8:30 to 9:30 he went into the lab in order to check out and set up equipment, while a free flow of students was going in and out of the science rooms. It was also during this hour that the teacher did some important telephoning, which is significant in the workings of Concept I. Five calls were made in order to set up "Project Breakout," a special series of trips for Halloween week; and four other calls were made concerning field work in which some of Mr. Ragley's students were involved. At 9:30 the teacher met with four biology students working on dietary studies, six zoology students studying the kidney, two small chemistry groups doing a crystallization experiment, and a group of embryology students having a problem with an incubator. Questions were answered and equipment was readied before 9:50 when an upset advisee needing advice concerning a history course came to Mr. Ragley for a short conference. By 10:00 the teacher was on the telephone again trying to line up a guest speaker on U.F.O.'s, a current student interest. He made the call before his freshman biology lab, which was in the process of dissecting a sheep eye. From 10:50 until 11:15, as he does twice every week, Mr. Ragley teamed up with Ms. Tolin to teach an anthropology class. Before going to lunch at 11:30, the teacher had time to meet with another advisee concerning college choice.

Upon returning from lunch at 12:00, the teacher made a couple of parent phone calls before meeting with another chemistry group from 12:30 until 1:00. After that time period there was a wide open lab wherein seven different experiments were being done at once. Also, some Concept II students needing help came in to speak to Mr. Ragley. After another incubator breakdown and repair, the teacher went into the office at about 1:30 to follow up on phone calls concerning student field experiences. At 2:15 on the day in question there was a special Beachwood High School faculty meeting which was to last until 4:00. Usually the school day lasts until about 3:00, and teachers are expected to stay until about 3:30. At any rate, Mr. Ragley's day may serve to give the reader insight into the workings of Concept I.

Another more specific description which may further enlighten the reader is that of the educational methods which are utilized in the alternative program. Each teacher has his own way of expressing it; however, it would seem that the key to understanding how Concept I works is individualization. In separate interviews conducted for this report, every instructor responded to the question of methods with that term. The courses are designed to meet individual needs and interests which have been designated by the students. Of course, a variety of approaches may be utilized in order to enhance the individualization around which the program centers. Some teachers may use mini-lectures, research assignments, and discussion; while others may find field trips, field work, or outside resource people to be the best methods for a particular pupil or group. Sometimes a book or programmed instruction kit may be enough to motivate a student. There are also filmstrips, records, and movies available in order to meet the needs that may arise.[7]

Frequently course work is approached by an individual teacher and student. For example, Ms. Conella meets all of her Concept I foreign language pupils on a one to one basis. She can more quickly and easily determine the strengths and weaknesses of one student who is not lost in a crowd with twenty others in a classroom. After the pupil has learned some of the language, Ms. Conella speaks directly to the individual in the foreign tongue and can clearly see understanding or the lack of it.[8] Other teachers use this individual approach with independent study, creative writing, social studies, psychology--whenever it seems appropriate.

There is also some group work going on in Concept I. At the time of this investigation, Mr. Dzeda was conducting a series of open seminars under the direction of an outside resource person who was well versed in law. Ten students attended the first meeting in which a background of law was given and some basic course rules were made clear. Mr. Dzeda acted as a liaison between the students and the guest. The teacher asked questions and made comments as the lawyer's mini-lecture progressed. Although some pupils seemed interested while others looked bored, eleven students attended the second session and more interest was generated in a discussion of traffic laws.[9]

This more traditional lecture-discussion method is also being used in anthropology. And, though it may not pique every group member's interest all the time, the teachers indicate that individuals may have conferences to supplement the group sessions. So, program individualization remains of prime importance. More recently there has been experimentation with group work involving all Concept I students. Since the staff has been questioning the program's objectives and direction, the teachers have been trying new approaches to providing pupils with basic skills or knowledge.[10]

Another topic of interest which should be considered along with the operations of Concept I is the method of student evaluation. Teachers may evaluate in conferences, on papers or projects assigned, or through tests. Grades are given upon student request, but it would seem that the importance of the letter grade is minimized.[11] Even though each instructor has his own system, all teachers must write formal evaluations at certain times. The standard forms which are utilized are included in Appendices E and F. Space for various kinds of comments is provided. The monthly evaluation, which does not call for any grade, is given to the student's advisor, who may call for a conference if work is unsatisfactory. The final evaluation form calls for a letter grade and also indicates the amount of credit the student earned in a particular course.

Credits are discussed between student and teacher. Since so many studies and courses begin and end within a semester, many partial credits must be given. Students must negotiate and plan so that they meet the standard Beachwood High School requirements for graduation: seventeen and one-half credits--eight semesters of English, six semesters of social studies, one year of science, one year of math, eight nine-week courses in physical education, one semester of health, two majors and two minors.[12] It is indicated that fairness in credit manipulation has been a concern of those in Concept I since the beginning of the program. However, until a better system is devised, the present method must suffice.[13]

It is hoped that this description of the program's curriculum and workings will help the reader to see more clearly how the Concept I philosophy operates in practice.

FOOTNOTES

[1] Ron Naso, "Faculty Report on Concept I: 1971-1972" (Beachwood: Beachwood High School, 1972), p. 9. (Mimeographed).

[2] "Program of Studies 1973-74" (Beachwood, Beachwood High School, 1973), p. 1. (Mimeographed).

[3] Naso

[4] Based on statements made by Concept I teachers, personal interviews, October 19, 1973 - November 5, 1973.

[5] "Program of Studies 1973-74," p. 53.

[6] "Concept I--Beachwood High School" (Beachwood: Beachwood High School, 1972), p. 3. (Mimeographed).

[7] Concept I teachers

[8] Based on student-teacher session in Spanish, personal observation, October 24, 1973.

[9] Based on small group Ohio Law seminars, personal observations, October 19, 1973 and October 26, 1973.

[10] Based on statements made by Mr. Les Robinson, personal interview, November 20, 1973.

[11] Concept I teachers

[12] "Program of Studies 1973-74," p. 2.

[13] Concept I teachers

CHAPTER 4

STUDENT AND TEACHER INTERVIEWS

Assistant Superintendent of Curriculum for Beachwood Schools, Mr.James Sikler, who was previously principal of the high school, sees Concept I as ". . . a viable alternative with limitless potential for growing in which the student must be self-directed and the teacher must be capable of determining the 'drifter'."[1]

Expanding upon Mr. Sikler's idea, and more specifically expressing his view, Dr. James Payton, current high school principal, says that Concept I is:

> . . . one of several choices (at Beachwood) of a way to learn. It attracts students and staff who like to be able to rearrange priorities as they see fit. . .Students and staff with similar interests and life styles get together and pursue learning. They have the opportunity to immerse themselves without the pressure of an institutional atmosphere.[2]

Other comments made by the principal suggest that he feels student freedom and staff turnover have weakened the "stability and solidarity" of the alternative. Therefore, alterations and improvements must be made.[3]

Like Dr. Payton, Mr. Les Robinson, current Concept I Instructional Leader, implies that the program has its shortcomings in that some of its determined objectives are not being met. However, with all of its problems, some of which are explored in Chapter 5 of this report, Mr. Robinson apparently feels that the advantages of Concept I outweigh its weaknesses:

> The program gives students the opportunity for field work and outside experiences working in the community. . . Kids can follow

> their interests and develop as individuals. Both kids and teachers can follow their imaginations because of the flexibility of Concept I.[4]

The faculty members also emphasize the alternative's strengths. Among other things: the close advisor-advisee relationship, student planning, wide course selection, intense staff involvement, field work, openness, and individualization are considered to be Concept I advantages by current teachers. Although it would seem that the faculty is committed to the program philosophy, all staff members see a need for some changes: two desire a reconsideration of objectives, one wants to alter the implementation of the program, four want Concept I to sever all connections with Concept II classrooms, one wants to remedy student "non-commitment," and one observes that many alterations must naturally occur with program development.[5] So, teachers imply that they have faith in the alternative; but, they seem to echo the views of first-year Concept I faculty:

> . . . the program will continue to be successful so long as it continues to experiment with new learning methods and constantly evaluates what it is doing.[6]

Of course, student views of Concept I are also among those reactions which should be considered in an inspection of attitudes. Answers to certain questions on a questionnaire, and informal comments made in interviews of selected students, generally indicate support of the program by the enrolled pupils who responded. The questionnaire, issued to all 147 students and included in Appendix G, was returned by forty-six pupils: sixteen girls and thirty boys.

A question which may be considered significant is one that asks if the student likes the program well enough to recommend it to his friends. Only three of the forty six respondents answered negatively. Similarly, only a few gave uncomplimentary comments when asked why they elected Concept I. Most pupils said that they liked the freedom, independence, or flexibility offered by the alternative. A few indicated that they enrolled in order to experiment. Only one said he liked the fact that he could "socialize" more in Concept I, while another implied he wanted to avoid having to take a full load of classes in Concept II when he only needed a couple of credits.

Responses to other questions which may imply a positive attitude toward the program on the part of enrolled students are those indicating pupil involvement and freedom. For example: only five students felt that they did not have a voice in determining program procedures; all except three said they were free to choose teachers they wanted; and only one indicated that his program was forced upon him, while other pupils stated that they, independently or with the help of a teacher, designed their own schedules.

Of course, it must be recognized that only thirty-one percent of the questionnaires were returned. However, if the general feelings implied by the results can be considered indicative of Concept I student attitudes, it would seem that involved pupils support the program. Positive feelings were also apparent in informal student interviews; but, conversation brought to light Concept I shortcomings from the pupil's point of view. Some felt that the alternative needs more teachers, while others wanted more unity. One suggested more group work, while another wanted to see more planning of new and different things. The elimination of grading altogether was among other student recommendations. So, just as the faculty feels that certain problems exist, so do some students.[7]

Although those closely concerned who were questioned in the investigation for this report recognize shortcomings in Concept I, no one seems to feel that the program should be abolished. Reactions indicate that improvement based on concrete recommendations are desired. Currently expressed feelings tend to reflect summary observations of Dr. H. James Mahan in his 1972-73 evaluative report:

> The Concept I program has been a successful approach for many students. This fact is based on the comments and reactions of staff, students, and parents. The continued and expanded success of the program will, in part, depend on the reflection and follow through of the recommendations.[8]

---

[1] Statement by Mr. James Sikler, personal interview, October 25, 1973.

[2] Statements by Dr. James Payton, personal interview, October 30, 1973.

[3] Ibid.

[4] Statements by Mr. Les Robinson, personal interview, Nov. 1, 1973.

[5] Based on statements made by Concept I teachers, personal interviews, October 19, 1973- November 5, 1973.

[6] Ron Maso, "Faculty Report on Concept I: 1071-1972" (Beachwood: Beachwood High School, 1973), Conclusion. (Mimeographed).

[7] Based on statements made by Concept I students, personal interviews, October 23, 1973 and October 24, 1973.

[8] Dr. H. James Mahan, "1972-73 Evaluation of Concept I" (Beachwood: Beachwood High School, 1973), p. 25. (Mimeographed).

CHAPTER 5

SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT

Evaluation can be an important part of any educational program. Through evaluation of the various aspects of the workings of a program, knowledge of its effectiveness and impact can be gained. With the information that is obtained, corrections and improvement can be made in order to strengthen existing practices and operations. In fact, in the State of Ohio, it is necessary for any experimental educational program striving for permanent status after a three year trial to conduct annual evaluations.[1]

In the first year of Concept I, the Beachwood Schools decided to pay the Ohio State Evaluation Center to study the new alternative. The resulting 100 page report was entitled An Attitudinal Survey of the Faculty, Students, and Parents of Students Participating in Concept I Program During the Academic Year 1971-1972. The paper included a short program description, and an overview of research procedures; but, the bulk of the study reported survey results.[2]

Basically, the investigator wanted to assess attitudes toward program objectives and operations, in addition to determining Concept I strengths and weaknesses. In order to answer his pivot questions, the researcher presented the same, rather extensive, questionnaire to faculty, students, and parents concerned with the alternative. Questions on the forms which were sent out related to each of the major assessment areas previously mentioned.

All but one of the faculty members returned the questionnaire; 57% of the students returned it; and, 51% of the parents returned it. Statistical results considering each question in each major assessment area were reported in separate sections of the paper, and general conclusions were reached concerning each group's attitudes. Then, the investigator brought opinions of all three questioned groups together in a comparative analysis.

Finally, a summary was presented, and recommendations were made. It is now apparent that some of the suggestions were recognized by Concept I staff. For example: specific program objectives have been written and discussed by faculty; efforts have been made to improve communication via a student mailbox system; and, the staff has been increased. So, perhaps the Ohio State University evaluation led to some changes in Concept I, though its direct effect is difficult to assess.

However, it was not the only report which was written at the conclusion of the alternative's first year. Mr. Ron Naso, the first Instructional Leader of the program, also presented an analysis after consulting with the other Concept I teachers. His fourteen page paper, which is entitled "Faculty Report on Concept I 1971-1972," is included in Appendix H of this paper. It may be considered a more subjective view of the experiment, since the author and his consultants were so greatly involved in the program. The statements, criticisms, and recommendations made were not based upon any formal research instruments or techniques such as those used by the University Evaluation Center. It is implied that the "Faculty Report" was founded upon what happened in Concept I that first year, faculty-student-parent discussion of it, and the findings of Ohio State.[3]

After presenting a short history of the program, Mr. Naso expressed,

". . . what we believe is and ought to be the philosophical basis for the coming year in Concept I."[4] He sat down nine objectives, and justified the inclusion of each one by pointing out difficulties, successes, and failures which had been encountered during the school year. Also, with the discussion of each objective, some specific recommendations were made concerning how it was to be attained.[5]

This section of Mr. Maso's report led to a more concise statement of the Concept I philosophy which was prepared for presentation at the beginning of the 1972-1973 school year. The shorter statement, also included in Appendix I, may be considered an outcome of the evaluation process. Since student evaluation methods have been altered in accordance with report suggestions, and a "mini-bus" has been added to alleviate the transportation problem, apparently, certain "Faculty Report" recommendations have been followed. So it would seem that this evaluation, like Ohio State's analysis had some impact on Concept I. Although the program philosophy could probably be considered the major contribution of the "Faculty Report," the analysis also included an overview of the physical plant, transportation, enrollment, curriculum, attendance, communication and other relevant topics.

During the second year of Concept I, Dr. H. James Mahan, Assistant Superintendent of Beachwood Schools, conducted an evaluation. A copy of his forty page report can be found in Appendix J of this report. Dr. Mahan utilized observation, taped interviews, and questionnaires as his research tools. After introducing the program in a short preface, the researcher briefly described his investigation methods before extensively presenting the results of his work.[6]

In order to describe his findings, each Concept I objective that had been set up in Mr. Maso's earlier report was restated, and following the restatement, each question pertaining to that goal on a questionnaire, or in an interview, was repeated. Responses were reported via percentages of the people questioned who made a certain listed response. Therefore, concensus of opinion can be quickly determined by a reader. After covering attitudes concerning all of the objectives, the researcher continued with a description of his findings on the workings of the program in the same statistical fashion. Then, a series of recommendations was made, preceeding some final remarks and a summary. Just as the Ohio State University Study had been submitted to the State Department of Education, so was this 1972-73 Evaluation of Concept I.

This year evaluation responsibilities will be assumed by Mr. James Sikler, once principal of the high school, who is now the Assistant Superintendent of Beachwood Schools.[7] His investigation had not yet been initiated when this report was written.

Just as formal evaluation techniques have been used to assess all of Concept I, so are they used to judge an important part of it--the faculty. Each teacher is observed by the Instructional Leader who writes a formal statement concerning the teaching skill exhibited. The general format of the evaluation is the same one used by the entire high school.

It evaluates skills, strengths, weaknesses, and goals for teaching improvement. First year teachers, especially, may be assessed in light of objectives they have formulated for themselves at the beginning of the school year. Comments are reviewed and discussed by the Instructional Leader and the teacher involved. It should also be noted that the Instructional Leader is evaluated by the principal of the high school in the light of initially stated goals.[8]

Thus, it would seem that developed formal evaluation processes exist in Concept I. However, it is apparent that informal evaluation of the program occurs too.

For example, many of the faculty meetings observed by this investigator centered around an assessment of Concept I goals and operations. Although general discussion may be considered informal, its importance to staff members cannot be ignored: one third year teacher so questioned the direction of the program that he typed and distributed his "Proposal for Revision" to the entire staff. Following this meeting, the Instructional Leader created a list of topics to guide subsequent discussion of the important issues, which are included in Appendix L. Although the substance of some of these meetings is not described here, they are mentioned in order to show that other, less formal types of evaluation are occurring and may have impact on the alternative program.[9] At any rate, various types of informal and formal assessment occur.

Problems

Just as many other educational endeavors have had their difficulties throughout educational history, so has Concept I had its problems. There is evidence that some of these problems have been solved, while answers to other issues in question are yet to be found.

For example, in the program's first year there was a transportation difficulty. Since so much of the alternative's activity centered around field trips for groups of various sizes, buses were needed. However, it was financially impractical to schedule a large Beachwood school bus for an experience involving only eight or ten pupils. Student driving was discouraged because of responsibility and liability in case of accident. As field trips continue to be significant in Concept I, a mini-bus has been acquired in order to accomodate small groups, and a teacher is licensed to drive it. So, for all practical purposes, a difficulty has been eliminated.[10]

Another problem was solved when more space was given to the open environment while the physical plant was altered with the removal of walls. These changes were made on the recommendation of Concept I leaders; and, the apparent faculty-student satisfaction with the present environment indicates that impeding spatial problems no longer exist.[11]

In addition to the previously described efforts, attempts have also been made to remedy other ills diagnosed as such by program participants. For example: first year evaluative reports by Ohio State University and Concept I faculty called for better communication. When the program began, notification of courses and class times was given at the beginning of the week in a Monday general meeting or in every day morning announcements. Notices were also placed on a bulletin board. However, since many students were not required to be in school at the times announcements were made or posted, it was indicated that a communication gap existed. In fact, eventually the general meeting, the largest get-together of Concept I pupils, was eliminated.[12] This meant that the bulletin board, and poorly attended morning announcements became the primary course information sources. Apparently, those in Concept I did not consider the post and call methods of communication as the most efficient ones. At any rate, they have recently attempted to alter the situation by installing individual student mailboxes created out of compartmentalized cardboard boxes. Also it is planned that a public address system for Concept I only will be installed this school year. The addition is made as an attempt to solve the problem of pupils not being able to hear the morning announcements, which are presently called out by the administrator and staff members whose voices are, many times, overshadowed by pupil conversation. There has also been a recent attempt to improve Concept I parent communication with plans for the publication of a periodic newsletter written by the Instructional Leader.[13] So, indications are that concerned program leaders are trying to make suggested alterations.

Student evaluation procedures and credit assignment are other areas in which changes have been made in an effort to avoid problems. After an attempt to utilize a modified contract system for evaluation purposes failed in the first year of Concept I, teachers had to resort to single year-end grades and credit negotiation.[14] Although written forms, letter grades, and credit negotiation have always existed, dissatisfaction with various aspects of all of them has always been apparent. In fact, evaluation was a primary consideration in a Concept I faculty workshop which occurred the summer after the program's first year. Some of those involved advocated the elimination of letter grades. Others thought that better record keeping might be an aid in the evaluation process. Therefore, this year each student has a folder on file containing his own written objectives and evaluative reports.[15] Discussions of evaluation and credit continue in current Concept I staff meetings as the faculty attempts to find what all members will consider a solution to the problem of fairly judging student accomplishment.

While it is implied that many challenges have been faced and some difficulties have been remedied, it is also suggested that other problems are yet to be solved. The principal says that he would like to see a more fair balance of class loads among teachers. Both the past and present Instructional Leaders would like to see an increase in the dwindling freshman and sophomore Concept I enrollment. Most of the staff wants to eliminate the integration of Concept I and Concept II programs because teachers feel that Concept II schedules control Concept I student's time. It seems that every involved participant sees different problems, or the same difficulties in a different light. And, everyone concerned has his own ideas concerning solutions. Perhaps this in itself may be considered a problem.

Impact

Attempts are being made to communicate the Concept I idea to both the Beachwood Community and the greater Cleveland educational community. Dissemination of information about the program occurs in various ways.

The alternative originated in the summer of 1971 and, therefore, had not been publicized that spring in the high school. So, conversation, letters to parents, and a few local newspaper articles spread the word of the new approach to learning which was to begin in the fall semester.[16] However, after initial contacts were made, apparently, continued communication parents was poor. Both the Ohio State first-year evaluative report, and the "Faculty Report on Concept I: 1971-72" called for better communication. Ron Maso wrote:

> The communications with parents were minimal, consisting of a single written evaluation at semesters, conferences with

> individual parents upon request, and four general parent meetings concerning progress of the program. . . The program has come under quite legitimate criticism because of the lack of communication.[17]

After the program's second year, a similar criticism was made by Dr. H. James Mahan in his "1972-73 Evaluation of Concent I":

> Parents continue to want more information about the activities and program of Concept I. While the large majority indicates they understand the objectives and the intent of Concept I, many feel a communication gap. This factor was often stated in the comments by parents.[18]

Therefore, in the third year of the existence of Concept I, apparently, there has been an attempt to remedy the situation in the manner recommended by Dr. Mahan:

> Newsletters, flyers, periodic phone conferences, meetings in parents homes, and written reports would serve to better inform parents of the overall progress and activities of their young adults.[19]

The present Instructional Leader has planned to send out newsletters periodically during 1973-74. A copy of his first effort is included in Appendix M. This method of communication is used in addition to parent conferences, telephone calls, and open houses.[20]

However, besides demonstrating a certain amount of concern with disseminating information to people in the Beachwood Community, it is indicated that Concept I leaders desire to spread the word about the alternative throughout the educational community. For example; within the Beachwood School System, Concept I along with the other high school learning programs, sends a representative to the middle school in order to inform prospective enrollees about the open environment they may choose to experience. While program operations are related to future students, descriptions are also disseminated to middle school staff and administration who are listening.[21] Thus, inter-school system communication occurs.

Equally, if not more, important is the sharing of information concerning Concept I with schools in surrounding areas. For example: in order to spread the word of the existence of Concept I to outside educators, and also to obtain ideas from others involved in alternative education, the program leaders and staff have made planned visitations to experiments such as CULC and the alternative in the Cleveland Heights Public Schools. The present Instructional Leader implies that it is hoped that similar visits can be made in the future where ideas and philosophical views can be exchanged. Mr. Robinson seems to advocate this type of communication, which is similar to that he experienced during the conference on Options in Education which included representatives from several area alternative programs on October 4, 5, and 6 of 1973. In addition to telling others about Concept I at these meetings, Mr. Robinson has also spoken to the Cleveland area English Association about it. He says that he, his staff, and students have been receptive to visitors who have come to observe from Shaker Heights, Cleveland Community College, Western Reserve University, John Carroll University and elsewhere. Also, since the beginning of the program, even before the present Instructional Leader assumed his position, many student teachers have been permitted to work in the alternative.[22] So, it would seem that talks and conferences among educators, as well as an open door policy have allowed for the dissemination of information about Concept I to those who may be interested.

As for the impact that this information has had upon other institutions, alternatives, or educators--who can say? No one has supplied this investigator with any concrete evidence that ideas within the philosophy or operations of the Beachwood alternative have directly influenced other educational endeavors. However, Mr. Robinson indicates that since he has become Instructional Leader, he has discovered that many people have heard about the unique Concept I approach. So, in accordance with his observations, it may be said that the program has made an impression, even if it cannot be proven as a force of change in the Cleveland educational picture. One may see the techniques of information dissemination which have been utilized as communication efforts which have served to promote better public and educational relations.

Future

What about the future of Concept I?

> I recommend that the Board of Education of Beachwood, Ohio and the State Board of Education would grant this program continued developmental status for the coming school year 1973-74 with the projection that the program be granted permanent status, contingent on yearly program evaluation.[23]

If this recommendation made by Dr. H. James Mahan in last year's evaluative study is followed, the program will receive the state recognition and approval which is presently being sought. In accordance with his statement, all of those key people who were interviewed for this report imply that they hope and believe that this permanent status lies ahead. Even though each administrator, teacher, and student who was questioned mentioned different problems and shortcomings, no one foresaw the death of Concept I. At any rate, it seems that everyone from the Superintendent and Assistant Superintendent of Curriculum, to the High School Principal, the Instructional Leader, and faculty members, predict growth and various changes in the alternative. However, only time will tell what specific

BEST COPY AVAILABLE

alterations and expectations will direct the future development of Concept I at Beachwood High School.

---

[1] Based on statements made by Mr. Robert L. Holloway, personal interview, October 25, 1973.

[2] Dr. Darrell K. Root, "An Attitudinal Survey of the Faculty, Students, and Parents of Students Participating in Concept I Program During the Academic Year 1971-1972" (report submitted to the Beachwood Board of Education, Ohio State Evaluation Center, 1972).

[3] Ron Maso, "Faculty Report on Concept I: 1971-1972" (Beachwood: Beachwood High School, 1972), preface. (Mimeographed).

[4] It must be remembered that the only concrete statement which had been made previous to this was the original general proposal of Mr. Walter Marks. Considering the quick initiation of the program, there was little time to write down explicit objections.

[5] Maso, pp. 1-6.

[6] Dr. H. James Mahan, "1972-73 Evaluation of Concept I" (Beachwood: Beachwood High School, 1973), p. 1. (Mimeographed).

[7] Based on statements made by Mr. Les Robinson, personal interview, November 5, 1973.

[8] Ibid., October 26, 1973.

[9] The teacher's proposal and the Instructional Leader's meeting agenda are included in Appendices K and L.

[10] Based on statements made by Mr. Les Robinson, personal interview, October 19, 1973.

[11] Ibid.

[12] Based on statements made by Mr. Ron Maso, personal interview, October 22, 1973.

[13] Robinson, November 1, 1973.

[14] Ron Maso, "Faculty Report on Concept I: 1971-1972" (Beachwood: Beachwood High School, 1973), pp. 4-5. (Mimeographed).

[15] Robinson, October 19, 1973.

[16] Based on statements made by Mr. Ron Maso, personal interview, October 22, 1973.

[17] Ron Maso, "Faculty Report on Concept I: 1971-72" (Beachwood: Beachwood High School, 1972), p. 10. (Mimeographed).

[18] Dr. H. James Mahan, "1972-73 Evaluation of Concept I" (Beachwood: Beachwood High School, 1973), p. 5. (Mimeographed).

[19] Ibid., p. 22.

[20] Based on statements made by Mr. Les Robinson, personal interview, October 26, 1973.

[21] Ibid. [22] Ibid.

[23] H. James Mahan, "1972-73 Evaluation of Concept I" (Beachwood: Beachwood High School, 1973), p. 25. (Mimeographed).

Appendix A

INTERVIEWED OR MENTIONED IN THIS REPORT

Ms. Jane Doe	Tenth grade student
Ms. Mary Comella	Teacher of foreign language
Mr. Bruce Dzeda.	Teacher of social studies, humanities
Mr. Matt Galemmo	Instructional Leader of Concept IV
Mr. David Gidich	Teacher of social studies, humanities
Mr. Alan Mansl.	Teacher of mathematics
Mr. Bruce Hill.	Teacher of mathematics, physics
Ms. Judy Hinman.	Teacher of English, humanities
Mr. Robert L. Holloway. ..	Superintendent of Beachwood Public Schools
Ms. Rowena Hunt.	Concept I secretary
Dr. H. James Mahan	Assistant Superintendent (Former)
Mr. John Doe	Twelfth grade student
Mr. Walter Marx	Former Assistant Principal of Beachwood High School
Mr. Ron Naso.	Director of Pupil Services, Beachwood High School
Dr. James Payton.	Principal of Beachwood High School
Mr. Robert Ragley	Teacher of science
Ms. Mary Kay Ribar	Teacher of social studies, humanities
Mr. Les Robinson.	Instructional Leader of Concept I
Mr. James Sikler.	Assistant Superintendent of Curriculum
Ms. Debbie Tolin.	Teacher of social studies , humanities

APPENDIX B

BEACHWOOD CITY SCHOOLS

PHILOSOPHY OF EDUCATION

I STATEMENT

The process which we call education commences at birth, is part of all human experience, and continues throughout life. As the elected body in this community which is legally responsible for the public school portion of the educational process, the Beachwood Board of Education subscribes to the following philosophy:

We recognize that each student differs from all others in his personal characteristics as well as the way in which he develops. We also recognize that each child may differ greatly in his own physical, intellectual, social and emotional growth and the rates at which he develops these aspects of his total self. In order to respond fully to each student as an individual we must provide the opportunity and the means in our educational program for him to learn and develop at his own rate and in his own way.

We believe that all children are naturally curious and that they enjoy thinking and learning. We also believe that learning which is sought by the child because of his curiosity is the kind most likely to be retained and used in ways that have meaning and purpose for him. Therefore we must provide an atmosphere in which each child's natural curiosity is aroused and stimulated.

We believe that the educational process should free the creative energies of the teacher and that this can best be achieved when attitudes of flexibility and open-mindedness toward educational innovation are maintained. Therefore each teacher must have sufficient freedom to be creative and must be encouraged and helped to develop new and/or improved methods and techniques for helping each student to learn effectively.

We believe each learner must have the freedom to question and must be encouraged to engage in independent and reflective and critical thinking and to stand by his honest convictions. The student should have the opportunity to exercise his independent judgment by making decisions about his education as well as by taking an active part in the development of his educational program.

We believe that the proper climate for a community of learning is one in which there exists among and between students, staff members, parents, and others a recognition of and mutual respect for the rights, dignity, and worth of all persons. Therefore our schools should seek to create such a climate.

We believe each student should acquire and develop the necessary skills of communication and computation. We also believe that each student should acquire and develop the ability to reason, to make decisions and value judgments, and to see the relationship between what he is learning and the world outside the school. In addition each student should be helped to find and explore avenues for creative self fulfillment, to develop a sense of responsibility for his own actions, and to accept his responsibilities as a member of a free society. Therefore our school programs should be planned to achieve these goals.

57

We believe that each individual should understand himself and his relationship to a complex world and that he should be able to extend himself to others with whom he is interrelated and interdependent. Therefore our schools should provide meaningful opportunities for each student to become acquainted through personal experiences with a broader segment of society than is available within our own community.

Our society continues to present new problems and challenges. We believe that our students should be prepared to cope with an uncertain and unforeseeable future. Therefore our schools should help them to develop the imagination, the desire, the self discipline, and the self confidence to apply techniques for problem solving in creative ways to the problems with which they are or may be faced.

If we act on the beliefs outlined in this philosophy, it is our hope that we can foster within each student a growing desire to continue an active quest for learning throughout his lifetime.

II. REASONS

The Beachwood Philosophy of Education is to be used in the following ways:

A. To provide for the Board of Education, administration, faculty and students a clear sense of direction to guide them in their tasks of developing and improving the entire program of the Beachwood school system.

B. To give prospective staff members a basis for determining their compatibility with the school system and to help the administration evaluate the applicants.

C. To give residents and prospective residents a basis for determining whether or not they are in accord with the aims of the system.

D. To be a part of the working portfolio of every staff member and to be the subject for annual review during an in-service training period.

E. To be used to evaluate the school program since no evaluation can properly be made without taking into account the philosophy on which it is based.

III. RESPONSIBILITY FOR IMPLEMENTATION

A. It is the responsibility of the Board of Education to review and/or to initiate and adopt policy statements necessary for the implementation of this philosophy consistent with the laws of the State of Ohio and the regulations of the State Board of Education, and to interpret this philosophy and other Board policies to the community so that the taxpayers will understand what the schools are attempting to do and what tax support is required to do it.

B. It is the responsibility of the Superintendent of Schools to implement this philosophy within the system by organizing and developing the staff, curriculum, and methods for carrying it out.

53

C It is the responsibility of the administrative staff to implement this philosophy in each school by working with teachers to provide them with the facilities, materials, and guidance needed to bring the philosophy to life within the classroom.

D. It is the responsibility of the teaching staff to know and understand this philosophy and the related policies of the school system and to assure their sound implementation in the classroom. It is also the responsibility of the teaching staff to continue to grow and develop professionally consistent with this philosophy.

E. It is the joint responsibility of the Board of Education, the Superintendent, and the administrative staff to provide in-service training for the teaching staff consistent with this philosophy; to advise Beachwood teachers of opportunities outside the Beachwood system for the kinds of professional growth and development which will enable them to carry out this philosophy better; and to encourage teachers in every way possible to take advantage of growth opportunities both for their own benefit and that of the students.

This philosophy requires the Board of Education to develop and encourage use of channels for communication among students, staff, administration, and the community. It further requires that the Board seek participation in development of the system and its policies so that students, faculty, administration, Board, and community, all of whom are involved, recognize their roles and assume their responsibilities for improving the educational process.

First Reading:	October 11, 1971
Second Reading:	November 29, 1971
Adopted:	December 27, 1971

Appendix C

BASIC ASSUMPTIONS ABOUT THE EDUCATIONAL ENTERPRISE AND ABOUT BEACHWOOD STUDENTS

1. That Beachwood High School students are mature, capable and intelligent enough to assist in determining how they learn best.

2. That Beachwood High School students and faculty share the attitude that individual development is the prime reason for the existence of the educational enterprise.

3. That students and faculty can set and accomplish goals and objectives together, and if this is done greater learning for both will occur.

4. That all students are not adequately served by one cirriculum at Beachwood High School.

5. That because we are all different we learn best by varied teaching techniques.

6. That educators have not discovered the best method of instruction for all students.

7. That we all share a belief in the concept of cognitive and affective learning being equally important and interwoven.

8. That we can all accept the notion that a totally structured curriculum is not necessarily the best or only acceptable program for Beachwood High School.

9. That creativity, flexibility, and change are useful ideas which require openess of mind.

Appendix D

Faculty and Staff of Concept I

1971-1972

Mr. Ron Naso, Head of Staff

Mr. David Gidich
Mr. Alan Hanzl
Ms. Judy Hinman
Ms. Susan MacDonald
Mr. Robert Ragley
Dr. Alan Strelzoff

1972-1973

Mr. Ron Naso, Instructional Leader
Ms. Rowena Hunt, Secretary

Ms. Barbara Byers
Mr. David Gidich
Mr. Alan Hanzl
Ms. Judy Hinman
Ms. Susan MacDonald
Mr. Robert Ragley
Dr. Alan Strelzoff
Ms. Laura Swain, part-time

1973-1974

Mr. Les Robinson, Instructional Leader

Ms. Rowena Hunt, Secretary

Ms. Mary Comella, part-time
Mr. Bruce Dzeda
Mr. David Gidich
Mr. Alan Hanzl, Concept I-Inter-Cept
Mr. Bruce Hill, Concept I-Inter-Cept
Ms. Judy Hinman
Mr. Robert Ragley
Ms. Mary Cay Ribar
Ms. Debbie Tolin

TEACHER EVALUATION

BEST COPY AVAILABLE

Student's Name______________________________ Date______________

Class______________________________ Teacher______________

Adviser______________

Work Completed:

Work in Progress:

Qualitative Merit

______Excellent

______Satisfactory

______Unsatisfactory

Depth of Effort

______Beyond expectation

______Normal

______Below capacity

Teacher Comment:

Student/Advisor Comment:

Date______________ Signature______________

Appendix F

BEST COPY AVAILABLE

BEACHWOOD HIGH SCHOOL

FINAL EVALUATION -- CONCEPT I

Name ______________________________ Subject Area ______________________________

(Description of Course Work Attached)

Instructor Comments

Recommendations

Student Comments

Credit _____ Grade _____

Teacher ______________________________ Developed by ______________________________

Student ______________________________ Date ______________________________

Appendix A

BEST COPY AVAILABLE

STUDENT QUESTIONNAIRE

1. Male______________ Female______________

2. Age__________________

3. Grade_________________

4. Were you born in Cleveland? Yes_________ No____________
If not, where?____

5. Do you live with your parents? Yes_______________ No____________
If not, with whom?____

6. Do you like this program well enough to recommend it to your friends?
Yes____________________ No_____________

7. How long have you participated in the program?______________________

8. How did you hear about this program?

Guidance Counselor_________________________
Teachers in program_________________________
Friends_______________________________
Outside program_____________________________
Other (list)________________________________

9. Why did you elect this program?________________________________
____
____

10. Do the students have a voice in determining program procedures?
Yes______________________ No_________________

11. Indicate in which extra curricular activities you participate.

12. In which activities within the program do you participate?
1.
2.
3.
4.
5.

13. Do you have a choice of your teachers? Yes________ No________

14. Was your "course" schedule designed by
A. You____
B. Teacher____
C. You and your teacher________________________________
D. If none of the above please explain_____________________
____

15. Are your teachers interested in you?
    A. Most are______________________________
    B. Some are______________________________
    C. Few are_______________________________
    D. None are______________________________

16. What are you interested in learning in the program?____________________

17. Will you be able to do this learning at this school?
    Yes______ No________ If not, why?______________________________

18. Does this program make school more desirable for you?__________________

19. Do you ever cut? Never________Sometimes________Often_________

20. Name 3 things that are different about this program than the program you attended before.
    1.
    2.
    3.

21. Do you plan on completing high school? Yes______ No______

22. What do you plan to do after high school?____________________________

BEST COPY AVAILABLE

Appendix H

FACULTY REPORT ON CONCEPT I

1971 - 1972

Written by Ron Naso

after consultation with

David Cidich
Alan anzl
Judy inman
Sue McDonald
Bob R gley
Alan trelzoff

BEST COPY AVAILABLE

PREFACE

The following report concerning Concept I is a result of numerous meetings held by the staff with students, parents, and administrators in an effort to determine the successes and failures of Concept I during this initial year and to arrive at recommendations for improvements in the program for the coming year. What follows is an attempt to look constructively at what has occurred since the inception of the program last July.

It is important to note at the outset that the entire staff feels strongly that the Concept I program has been successful this year under the trying circumstances of an initial year in which staff and students alike were feeling their way. All staff members look forward enthusiastically to the second year of the program with the knowledge and experience of the first year behind them and with the modifications to the program herein recommended.

We believe that the growth of students in Concept I both academically and emotionally has been of enough merit to continue this alternative in Beachwood education for a second year on an experimental basis. The attitudinal survey from Ohio State, the evaluation report from the students, the results of the TAPS pre- and post-testing, and the comments from staff, parents, and students alike, we believe, support us in our feeling.

BEST COPY AVAILABLE

The Concept I program this year consisted of one hundred and twenty students in grades nine through twelve, who joined the program on a voluntary basis. The program was housed in five rooms of the south wing of the building and was staffed by seven full-time staff members and some twenty student teachers from area universities who served the program during the course of the year.

The program was based on the position paper prepared for the board of education by Mr. Walter Marks, then assistant principal of the high school. A copy of that document is contained in the appendix of this report. Perhaps the major problems experienced in this first year of operation begin with the position paper and its implementation. This original document possesses a cogency for those who believe strongly that our schools must provide alternatives in education for the student. But as with any position paper, the document is filled with cliches which lack practical substance. Coupled with this, at times, nebulous document were staff and students who eagerly anticipated the educational adventure, but who had no idea of where that adventure would lead or how it would be fulfilled. In short, throughout the program, students, teachers, administrators, and parents alike were unsure of exactly what Concept I stood for. This lack of definitiveness caused innumerable problems in the early operation of the program, problems in defining curriculum, establishing time committments, and communicating with students, staff, and parents.

This lack of definitiveness also had some very positive qualities, however. First, because rigid guidelines were not available, staff and students truly had to work together to define their program along lines suitable to both groups. It was in essence a democratic beginning. Second, the struggle to develop a program forced students and staff alike to test what they really believed about education and, if the tests appeared to fail, to make adjustments to those beliefs and principles. Third, because traditional educational strictures were waived by the experimental status, students and staff were able to extend the limits of educational alternatives, at times to the breaking point. All of these-- the democracy, the struggle, and the experimentation -- have made our program stronger.

Now, at the end of the year, we as a staff can come closer to stating what we believe is and ought to be the philosophical basis for the coming year in Concept I. We are aware that the coming year's experience may well change our thinking, and that is as it ought to be. But for now the principles that follow are in the contemporary vernacular "where our heads are at."

1. The responsibility for the planning and execution of the student's educational program must lie with the student. To this end, the staff must encourage and aid the student in developing those skills necessary to plan his educational program and to pursue it effectively. Primary among these are the skills of responsible decision-making and the attitudes of personal responsibility for fulfilling individual goals.

This is the fundamental statement of the philosophy of the program. All other aspects of the program are either outgrowths of this principle or secondary to it. Implicit in the statement are two major positions; (1) Ultimately,

BEST COPY AVAILABLE

the student will decide the content, the method, and the timing of his education; (2) The primary role of the professional staff will be that of advisor and facilitator in helping the student to fulfill his program. It is in this first principle that we feel the alternative in Beachwood education exists. In Concept I the student is encouraged to be a responsible, self-reliant, decision-making learner. Our experience this year has shown us that students in the program represent a spectrum in their ability to plan and pursue their learning activities. Some have been almost autonomous in this area, while others have depended upon their advisors and instructors in varying degrees to give them direction in their learnings. We feel strongly that as advisors we should provide help in planning programs, but should at the same time push the student to make his own decisions. True responsibility lies in accepting the rewards and consequences of decisions that a person makes, not in fulfilling decisions determined by others. We feel strongly enough about the need for student responsibility that we are changing the traditional role of certified staff such that the primary role is that of advisor and facilitator rather than that of instructor.

2. The ultimate goal of the program is to make the student an independent learner. Thus, emphasis should be placed upon skills which will enable him to pursue learning without the help of the staff.

We are deeply concerned that the student be acquainted with the process of learning in addition to the content of learning. Involved in this process is the ability to define problems, to ask appropriate questions, to know the possible resources for gaining information and how to use those resources effectively, to draw possible conclusions and develop new questions. We are interested in helping the student to learn how to learn. The content of learning is an individual concern; each student can determine what information he would like to acquire. The process of learning seems to us to be a universal concern.

3. The student should be a critical thinker willing and able to question his world, to gather information in search of solutions, and to analyze and synthesize ideas.

The area of critical thinking has been of some concern to us this year. Because of the freedom that the students were given to pursue, or not to pursue, areas of their education, there were situations in which rigorous pursuit of knowledge that develops critical thinking was avoided. Many students were willing to talk about issues off the top of their heads, but avoided the rigor of researching, questioning, arguing, and writing. We emphasize the need for this rigor in the pursuit of learning and will encourage students in this direction through their contract committments.

4. Students should develop functional skills in communication (speech and composition), computation, and information gathering.

Despite the experimental nature of this program, we still believe that the old skills of "readin, writin, and rithmetic" are necessary to develop academically and socially. We do not and cannot overlook the college

BEST COPY AVAILABLE

orientation of the majority of our students, and we recognize the demands of college entrance examinations. Because of this, we strongly encourage students to develop their skills in these areas as diagnostic indicators show that such development is necessary. For this year, achievement testing and results from the college entrance examinations indicate that our students have not been slighted in these areas.

5. The student should have a knowledge and the experience of working with groups to the end that he gain knowledge of effective group process, that he be tolerant of and able to work with differing opinions and personalities, and that he realize the responsibiltiy of committment to others.

The area of group involvement was of concern to us this year. Because the keynote for the entire program was individualism, our students tended to avoid most group experiences to the point that many of these experiences failed or were very short-lived. Many students would make committments to the group, but felt little responsibility to follow through those committments. This lack of responsibility caused particular concern when it resulted in hurting students who needed and wanted group experiences. We believe strongly that our society needs individuals able to stand on their own for what they believe, but we also feel that a strong society depends upon the ability of diverse people to work together in solving the problems of that society. We should attempt to reflect that working together within our program by encouraging group learning activities and demanding follow-through on committments made to those groups. We anticipate that the criteria for group involvement will be developed by the members of the group themselves and that the advisors will encourage the students to live up to those responsibilities.

6. Learning should not be viewed in unique and separate disciplines, but rather should be viewed as a whole relating to the student's needs and/or interests.

We see the need to develop programs which are interdisciplinary in nature in that they combine various subject areas in their pursuit. The interdisciplinary approach has the advantage of making learning relevant to what the student is interested in and allowing the student to see the relationship between various subject matters. This relevance and relationship is essential to our goals in the Concept I program. This past year we have met with limited success in establishing interdisciplinary programs. We encourage teachers and students to develop programs that will include various disciplines in their studies. We also see the possibility of team teaching in some projects to relate subject matter. We realize from this year's experience that some skills areas have to be isolated in order to be effective, but our emphasis should be on multi-disciplined and interdisciplined experiences.

7. The school building and the classroom is but one of a number of resources for learning in our world. Consequently, the student should be encouraged to make use of any and all learning resources available within the school and in the general community.

Because of the use of professional staff time for advisory roles, it is necessary from a time-available standpoint that the student learn to use resources for learning other than the instructor. The resources immediately available are many: professional staff, student teachers, teachers in the regular program, people in the community, libraries, professionals, other students, colleges and universites and their staffs. The student should be made aware of their availability and encouraged to use them.

We also believe that the student should be encouraged to make use of the community in pursuing his education. This year we have experienced great success with students working in the Cleveland area. Our only disappointment in this community placement was that it was limited in its quantity. We are beginning the development of placement opportunities through our own community resource personnel, through P.A.C.E., and through our own contacts as teachers. The responsibility and relevance that accompanies community involvement cannot be surpassed in developing maturity among our students. We think highly of what occurred this year; we need only to expand our external activities for next year.

8. Evaluation, both personal and external, is necessary to the growth and development of the student. It should be ongoing rather than periodic and should be designed to aid the student in determining further direction and scope for his learning.

In our discussions about the program for next year, we continually seemed to return to the very difficult problem of providing meaningful and ongoing evaluation. This seems to us a very essential cornerstone of the entire program and as yet no one seems to have a definitive approach to the problem. Indeed, as all evaluations of our program will attest, the evaluation of students and the communication of this evaluation was the weakest aspect of our program. This year we gave letter grades at the end of the year primarily because of the concerns we had about college admission. (It should be noted that as a staff we feel that letter grades are not in keeping with the goals of our program.) In addition to the letter grades, each student received a series of written evaluations in the subject areas for which he received credit. These written evaluations commented on academic and attitudinal strengths. Throughout the year, evaluation was limited to anecdotal comments on the student's work, comments which were kept on file and made available to parents upon request. There were no reports sent home on a regular basis. In the case of seniors, written evaluations were sent to colleges at the end of each semester. Overall, we feel that the evaluation system is still quite unsatisfactory.

The major difficulty in providing an adequate evaluation system in the program is in determining what is to be evaluated. At the beginning of the year, we made attempts to use a modified contract system in which the student listed his learning objectives and the methods by which he would fulfill those objectives. It was hoped at that time that evaluation could be based on the fulfillment of the learning objectives. The modified contract system developed difficulties, however, because students opted to change their objectives and strategies and teachers were not diligent in following through on the paper work. As the contract system dissolved, the basis for evaluation became less objective and more subjective. By the end of the year the facilitators were faced with a most difficult task of assigning a single letter grade which

BEST COPY AVAILABLE

represented an entire year's work in a given subject. Each student was asked to submit a description of his work and the grade which he felt he should receive in the subject area. This was then matched with the teacher's evaluation and differences were "negotiated." To say the least, the system was troublesome.

The demise of the contract system had two other negative side effects. First, as we struggled to determine an intelligent method for evaluating the student, we found it difficult to communicate with the parents in any meaningful way. Second, as the contracts became more and more undefined, students were able to go for long periods of time without receiving any evaluative feedback.

During our workshop, we arrived at recommendations that we are in hopes will alleviate the evaluation problem. Those recommendations follow.

1. Concept I students will be required to earn seventeen and one-half credits for graduation. These credits will be earned by fulfilling written agreements with instructors. These agreements will list learning objectives, strategies, and tangible evidences of fulfillment. Credit will be granted upon successful completion of the written agreement. The advantage of this method is to give all concerned a basis for evaluation.

The choice of content for these seventeen and one-half credits will be open to the student within the following limits: The student must give evidence of having completed work sufficient to fulfill the minimal state requirements for graduation. The minimal quantitative requirements are as follows: 3 units of English; 2 units of social studies (one unit must be American history and government); 1 unit of science; 1 unit of mathematics; and 1 unit of health and physical education. The listing of the requirements in distinct subject areas is not meant to imply that they must be studied as distinct subjects. Indeed, we encourage the fulfillment of these requirements in interdisciplinary projects. (N.B. No more than two units of physical education can applied toward graduation.)

The right of graduation is based upon successful completion of these units and the approval of the Concept I staff.

The time sequence for the earning of these units is up to the individual student. It is possible that he would earn only one unit of credit in a given school year and then earn seven units of credit the following year. It is also possible that given written agreements may carry over from one academic year to the next.

2. Students will be given the option of being evaluated by letter grades or by a credit/ no credit system. This choice should be made at the beginning of the year and for this year, at least, the option must apply to all credits earned,(i.e., a student cannot take two courses for letter grades and two for credit only). In either case, a written evaluation will be part of the evaluation process.

3. Students must meet with their advisors each week. The advisors are responsible for keeping abreast of the student's progress in his work and for the reporting of that progress to the parents upon request. The advisor is not necessarily the evaluator, but he is responsible for insuring that periodic evaluation is taking place.

BEST COPY AVAILABLE

4. Parents will be invited to small group meetings throughout the year at which student progress may be discussed. The Director of the program will be responsible for the scheduling of these meetings.

5. Written statements regarding student progress will be available to the parent upon request. The particular student's advisor will be responsible for preparing such statements.

6. The evaluations at the completion of the written agreement will include statements by the instructor or facilitator and by the student. In each case these evaluations should be descriptive in nature, indicating what the student has accomplished. Qualitiative evaluations should be made while the project is in progress.

7. Each year the student should receive a written evaluation from his advisor concerning general progress in the program. A similar evaluation should be supplied by the student.

8. Copies of all evaluations will be kept on file and will be available to students and parents upon request.

Overriding any policies that may be established is the necessity that students meet with instructors and advisors on a weekly basis for constructive feedback regarding their work.

9. The relationship between student and teacher must be one of mutual respect and trust. It is only through the free interchange of ideas between people interested in learning that real learning can take place. Our program must provide an environment of openness and freedom that will allow students to truly enjoy the pursuit of learning and to develop their own unique personalities.

We feel that the affective aspects of our program have been most successful. We make no apologies for trying to make schooling an enjoyable process. It appears after the first year that most of our students enjoy coming to school. They have been allowed to develop as individuals. Parents have recognized this happiness and development and have heartily approved of the program because of this recognition. Our goal is to provide an environment that will allow the student to develop at his pace both intellectually and emotionally. We hope to develop good students, true, but more importantly we hope to aid in the development of good human beings, confident of their own abilities, enjoying the pursuit of knowledge, and able to work with other people.

BEST COPY AVAILABLE

In addition to the matters of concern regarding philosophy and policy, there are other areas of the program worthy of discussion in this report. Some of these areas have been alluded to in earlier discussions.

Physical Plant

This year the program was housed in five rooms of the high school, three of which were used for classrooms, one as a social center, and one as a growing room. The space available was generally adequate when an average number of students were in attendance. However, when movies or dance classes or special programs were being presented, the space was inadequate. Throughout the year, students complained of a lack of quiet space. The rooms themselves were equipped and decorated in "early hand-me-down" as equipment was scrounged from other buildings and other areas of the high school. Carpeting, furniture, and the paint on the walls was supplied by the students. Naturally, equipment such as we had did not hold up, and we had real difficulty keeping the area presentable. Teachers did not have office space necessary for their work.

We feel that the coming year will show much improvement in the physical plant. Already requisitions have been approved that will upgrade student and teacher facilities and arrangements have been made to make available two additional rooms (an additional science area and a general purpose room) to ease the space problems. All teachers will have office space for counseling and advisory activities.

Because the program began so rapidly last summer, the educational equipment available was basically that borrowed from the regular program. The waiting time on orders inhibited the possibilities of innovative programming particularly in science, an area which depends on equipment to facilitate its individualized program. This coming year money has been provided in the budget for Concept I materials, and teachers have been able to order materials in keeping with their programs. The year of planning and the availability of funding cannot help but make us a stronger program with regard to physical plant and equipment.

Transportation

A program such as ours that makes use of the general community for its educational activities necessarily needs transportation commitments that go beyond the usual needs of the classroom teacher. Transportation for groups large and small is needed on almost a daily basis. We were fortunate this year to have large group transportation (twenty or more students) on a fairly regular basis either through local bussing or through public transportation. Our major problem area in transportation was with the smaller groups and individuals making use of the community. When six students needed to be somewhere in the community, it simply was not feasible to order a forty-passenger bus. Consequently, we went to automobiles driven by students and/or teachers, a method that caused serious problems of liability and teacher availability to the rest of the program.

To alleviate this problem we make the following recommendations. First of all, we are exploring with the parents in the program the possibility of setting up a transportation pool. Second, we recommend that the Board provide an eight- to ten-passenger vehicle for use in the program.

BEST COPY AVAILABLE

Enrollment in the Program

As an alternative program in the Beachwood schools Concept I is available to all students on a voluntary basis. Each student must present an application form signed by him and his parents. (It is virtually imperative that the student and parent be sure that Concept I is right for the student.) To this point we have not excluded any student from the program for reasons of qualification. Because we have many alternatives in the Beachwood schools, the staff reserves the right to advise students and parents that they might be better served in other programs. However, the final decision for participation in the Concept I program rests with the parent and student.

This past year, students had the option of leaving the program at semester break. In some instances, recommendation of this nature was made to the student and parent by the staff. In no instance was a student removed from Concept I by staff decision.

Because staffing of the program is based upon application for enrollment made in April, students who make application after the regular sign-up dates may be denied admission because of lack of space. Admission to the program at semesters is also governed by available openings in the program.

Throughout the year we have been asked to establish criteria by which parents may determine if their child should be in the program. Our experience with the students this year has not revealed any clear-cut criteria for enrollment. At this point, we have no basis upon which to establish a screening process. The staff is engaged in discussion as to whether or not there should ever be a screening process for the program. The greatest support for screening seems to come from the students themselves.

BEST COPY AVAILABLE

Curriculum

The heart of the Concept I program lies in the programs that the students design and elect to pursue. This year a number different approaches were chosen by the students and offered by the staff.

Many students chose at the beginning of the year to pursue courses of study very similar to those offered in the regular program. Numerous courses were offered-English, mathematics, social studies, science, drama, dance, and art-on a regular seminar basis. The courses included numerous field experiences, simulation activities, individualized instruction. At times during the year there was concern that students were not receiving instruction in the basics, whatever that term might imply. The major portion of the curriculum this year was geared to regular class approaches by student choice.

There were real attempts to provide interdisciplinary programs this year. Some of these were most successful and provided interest, enjoyment, and learning in many disciplines.

A number of students pursued their studies outside of the school working with schools and agencies throughout the community. Some of these people worked entirely in these programs, while others spent only a day per week at these activities. The activities included student teaching, an apprenticeship with the Regional Planning Commission, an aide at the Natural Museum of History among others.

At times during the year, the students themselves developed and administered courses for other students. We are in hope that activities such as these will be increased this year. Examples of these activities were the drama productions such as West Side Story, studies in socialism and yoga, lessons in guitar.

We were able to offer tutorial programs on a one-to-one basis where the need arose, particularly in cases where students had difficulty with skills areas. The tutorial approach involved intructors, student-teachers, and older students in the program.

Many students pursued a variety of content matters on an independent basis, meeting with staff members from time to time to keep them abreast of their activities. The extreme of this approach involved a student who pursued a researched study of the Judaic faith for the entire year. His work took him to various libraries and schools in the community. Because he could receive very little direct help from our staff, he spent very little time at Beachwood.

In addition to the above offerings, there were numerous outside speakers and general field experiences open to all students.

The course of study in the Concept I can be as broad or as limited as the needs and the desires of its students and staff.

BEST COPY AVAILABLE

Attendance

The policy on attendance for the program this year was that the student was expected to be in school unless the demands of his particular program took him elsewhere. In essence, the attendance policy was a voluntary one with no daily attendance being taken. Students were not required to attend classes at any time during the year. The response to daily attendance in the building was pleasantly surprising during the first six months of the program. All but a handful of students were fairly consistent in reporting to the program. Class attendance was highly irregular, however, and provoked problems, particularly in group situations. During the final nine weeks regular attendance at school became a major problem. The excellent weather and the end of the year combined to serve as a temptation to many students in the program. We are not happy with the overall effects of the voluntary attendance policy, but at the same time we are not ready or willing to abandon such a policy. Rather, we have instituted certain modifications in our program which will demand attendance at certain times of the week and encourage it strongly at others.

These modifications include: (1) Our attendance philosophy publicly stated is that the student should be in school at all times, except those during which he is working on his programs elsewhere; (2) Students must be in attendance for communication meetings held every Monday morning at 8:15; (3) Students must meet with their advisors at least once a week for a minimum of thirty minutes. (4) The credit-contract system in the section on evaluation will have built-in criteria established by students and instructors which could well include attendance requirements.

We would like to continue the voluntary attendance system with the above-mentioned modifications of the program.

Communication with Parents

The task of communicating with parents of students in the program fell upon the Director of the Program, who also served as a full-time member of the instructional staff. The communications with parents were minimal, consisting of a single written evaluation at semesters, conferences with individual parents upon request, and four general parent meetings concerning progress of the program. The basic reason for the lack of parent communication was a lack of time on the part of both the Director and the staff. The program has come under quite legitimate criticism because of the lack of communication.

Our recommendations to rectify this situation are as follows: (1) The position of Director should be a full-time position, so that he can have time to insure that parents have adequate information concerning the program. (2) Each advisor will be responsible for reporting to the parents of his advisees through written or oral statement. (3) In accordance with the Ohio State recommendations, an advisory board of parents, students, teachers, and administrators be established with one specific purpose being the development of more adequate communication procedures. We feel that these recommendations coupled with more specific information about the program to communicate will help to ease the communications problems that we have been having.

BEST COPY AVAILABLE

Integration of Concept I with the Regular School Program

If Concept I is to be successful as an alternative in Beachwood education, it must be seen as just an alternative, not as an elitist program or a "special" program. This year Concept I experienced some difficulty in being part of the total school. Being separated physically in one end of the building and operating under a different set of rules quite naturally established a rivalry between the Concept I and Concept II programs. Added to the differences among the students was a split among the faculty. Many faculty members in the regular program were reluctant to accept Concept I as a viable program either because they opposed it philosophically or because they did not understand it. Their reluctance was communicated to the students in Concept I and the staff. To be brief, the divisiveness among the staff served only to inhibit both programs and to lower morale in the building. (It must be noted that the majority of the school staff was sympathetic to our problems and cooperated with our students and staff when called upon to do so. The above comments are not meant to imply that the staff as a whole is opposed to Concept I.)

Because we are "the new kids on the block," it seems incumbent that we in Concept I work to prove ourselves and our programs to others and to work to involve teachers and students from Concept II in Concept I activities and vice-versa. We have made modifications in our program to help in the integration of the two programs. Contrary to last year's policy, students in Concept I may enroll in Concept II classes where circumstances seem to dictate its feasibility. Some of our students may well be taking physics, drama, or American government in the regular program. In addition, a number of programs in the school for this coming year have been set up with the participation of Concept I and Concept II students in mind. Physical education, unified arts, and music arts are examples of such programs. As a result of the Concept I experience this year, school rules for Concept II students may well be modified to more closely simulate those of Concept I. Finally,it is our hope that in faculty meetings we can help to effect greater understanding of our program and its goals.

Guidance Services

One outgrowth of the separation of the Concept I and Concept II programs was a reduction in guidance services to the students in Concept I. This reduction was primarily the fault of the students in Concept I as they chose to take their problems to teachers in the program rather than to their guidance counselors. Consequently, we had the unfortunate situation of many students being unsure of who their counselor was. These same counselors are responsible for preparing statements for colleges and universities.

We feel very strongly that the nature of the Concept I program demands that the advisorsserve in the role of personal counselors for our students and that the Director of the program be responsible for official documents and college and vocational counseling for the students within the program. In such capacity, the services and facilities of the guidance department will be available to the Director as he needs to call upon them.

BEST COPY AVAILABLE

Student Government

The original working paper for Concept I called for the students' having equal voice with the staff in making policy decisions. The vehicle by which this was to be effected was the election of a student co-director of the program. The students refused to elect a co-director, choosing instead a committee of six students to help in determining program policies. The original committee, which was responsible for the evaluation document, served for some three months and was succeeded by a smaller group of four students. The attempts to help develop policy by committee was largely unsuccessful for many reasons. We hope that the students can and will elect a single co-director for the coming year.

With regard to the general responsibility for the operation of the program and the general housekeeping duties, the students, as a whole, played a minimal role. This is not to say that the students did nothing to aid the operation of the program. On the contrary, the program was well served by individual students willing to give of their time to improve the program. We hope that more of the responsibility for the physical operation of the program can be assumed by the student body through interested individuals and appointed committees.

Pre- and Post-Testing

The testing program used by the Concept I program this year was the Test of Academic Progress (TAPS), forms 1 and 2. This is the same test that is given to all Beachwood juniors as a general testing vehicle. The tests were administered, scored, and percentiled in October and again in June. The testing was to serve two purposes, diagnosis of strengths and weaknesses and measurement of achievement. As a diagnostic instrument, the test was used as it pointed up deficiencies in skills areas such as reading comprehension or mathematical skills. We feel that the tests are not really adequate as a diagnostic instrument because they do not measure qualities that we hope to develop in our students.

As a measure of achievement, the tests are distinctly inconclusive. As a positive point, the results of the tests to this date indicate that the decided majority of our students have advanced in academic achievement during the year, even though our curriculum was not geared to the content of the tests. The tests seem inconclusive, however, because the results of individuals seem to have little correlation with the work the student was doing. For example, some students showed dramatic increases in their science scores even though they showed no evidence of having worked in any area related to science. On the other hand, some students who majored in a particular subject area have shown dereases in their test scores, decreases not consistent with our observations. At this point, we see little merit to the testing program as it is constituted. We are now looking into other vehicles for diagnostic testing.

BEST COPY AVAILABLE

Student Teachers

This year Concept I was fortunate to have the services of some twenty student teachers. Many of these student teachers were highly successful in developing a meaningful teaching relationship with students, even though they did not work with us on a full-time basis. Student teachers worked with certified staff in capacities of instructors, counselors, and evaluators. There is no question that a strong student-teacher program can make the Concept I program stronger. The presence of more adult staff in an individualized program allows for greater availability of personnel to the students. However, the student teacher program as it is presently constituted is not without its problems. First of all, because Concept I is a new program, there needs to be a strong orientation program for student teachers on the goals and mechanics of our program. There should also be a careful screening process to insure that the student-teacher wants to and should be involved in the Concept I program. Finally, because of the difficulties of rapid turnover caused by the quarter system in universities, attempts should be made to attract student teachers from universities on the semester system. Such schools more closely coincide with our school calendar.

The Roles of Certified Staff

During the course of the year, it has become clear to us that our traditional role within the school is rapidly changing and expanding. For many years we were used to our role of instructor and all that that entailed in terms of course design, lesson planning, and grading. Indeed, at the outset of this initial year, most of us continued in our role of instructor. However, it becomes more and more clear that if Concept I is to fulfill its goal of student responsibility, then we must begin to see ourselves in different roles which will often supercede the role of instructor. The most important role for the staff member is that of advisor, a role which calls for the staff member to work with the student in helping him to design his programs and to perfect the strategies for their completion. Closely associated with the advisor role is that of facilitator, a role which calls for the staff member to make easier the students' strategies for learning. The staff member as instructor is still a very necessary role in the program, but time committments demand that the time given this role be reduced. The staff member is of necessity an evaluator, particularly as he helps the student to understand the strengths and weaknesses of his work. Finally, because of the closeness of the program, the day-to-day relationship between student and staff, the staff member must naturally assume the role of counselor, helping students to work through the personal problems of academic, social, and emotional development. Obviously, it is not possible to separate these roles into neat little compartments, assigning specific amounts of time to each one. Suffice it to say that the staff member is at once advisor, facilitator, instructor, evaluator, and counselor. Encompassing all of these roles is the basic attitude that staff and students can work together at all times with mutual respect and friendship.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

CONCLUSION

This report has attempted to discuss the Concept I program as it has developed this year and to present the plans and recommendations that we have for the coming year. Implicit in the report is the belief we have that Concept I has made a good start in its initial year and the confidence that the program will continue to be successful so long as it continues to experiment with new learning methods and constantly evaluates what it is doing. ✓

The staff has made recommendations regarding improvements in the physical aspects of the program, recommendations which the administration has been co-operative in fulfilling. We have also made recommendations that will begin to establish a structure within the program. We feel that the recommendations made are for the betterment of the program, particularly with respect to evaluation and communication. However, we recognize that the danger exists that as we search for structures within the program, we can overlook the real purpose for our existence -- the education of the individual student. As policies are implemented, they must be constantly re-evaluated to be certain that they are serving the best interests of the students.

APPENDIX I

CONCEPT I - BEACHWOOD HIGH SCHOOL

Concept I was instituted at Beachwood High School to provide an alternative in education to the standard school program. The program operates under a number of basic assumptions about the educational enterprise and about Beachwood students. These assumptions are:

1. That Beachwood High School students are mature, capable and intelligent enough to assist in determining how they learn best.
2. That Beachwood High School students and faculty share the attitude that individual development is the prime reason for the existence of the educational enterprise.
3. That students and faculty can set and accomplish goals and objectives together, and if this is done greater learning for both will occur.
4. That all students are not adequately served by one curriculum at Beachwood High School.
5. That because we are all different we learn best by varied teaching techniques.
6. That educators have not discovered the best method of instruction for all students.
7. That we all share a belief in the concept of cognitive and affective learning being equally important and interwoven.
8. That we can all accept the notion that a totally structured curriculum is not necessarily the best or only acceptable program for B.H.S.
9. That creativity, flexibility, and change are useful ideas which require openness of mind.

The program itself is an attempt to develop within the student a sense of responsibility for his own educational program in the hopes that (1) self-directed learning will be more meaningful and thus more effective, and that (2) the student will be better able to make decisions regarding his life.

At the same time the program encourages the concept that learning is a process which occurs not only within the school, but also in the community. Students in developing their programs can benefit from learning experiences offered within the school and in the immediate Cleveland community.

The actual direction of the program grows from nine principles which govern the curriculum, methodology and policy. These principles are:

1. The responsibility for the planning and execution of the student's educational program must lie with the student. To this end, the staff must encourage and aid the student in developing those skills necessary to plan his educational program and to pursue it effectively. Primary among these are the skills of responsible decision making and the attitudes of personal responsibility for fulfilling individual goals.

2. The ultimate goal of the program is to make the student an independent learner. Thus, emphasis should be placed upon skills which will enable him to pursue learning without the help of the staff.

3. The student should be a critical thinker willing and able to question his world, to gather information in search of solutions, and to analyze and synthesize ideas.

4. Students should develop functional skills in communication (speech and composition), computation, and information gathering.

5. The student should have a knowledge and the experience of working with groups to the end that he gain knowledge of effective group process, that he be tolerant of and able to work with differing opinions and personalities, and that he realize the responsibility of commitment to others.

6. Learning should not be viewed in unique and separate disciplines, but rather should be viewed as a whole relating to the student's needs and/or interests.

7. The school building and the classroom is but one of a number of resources for learning in our world. Consequently, the student should be encouraged to make use of any and all learning resources available within the school and in the general community.

8. Evaluation, both personal and external, is necessary to the growth and development of the student. It should be ongoing rather than periodic and should be designed to aid the student in determining further direction and scope for his learning.

9. The relationship between student and teacher must be one of mutual respect and trust. It is only through the free interchange of ideas between people interested in learning that real learning can take place. Our program must provide an environment of openness and freedom that will allow students to truly enjoy the pursuit of learning and to develop their own unique personalities.

The actual operation of the program varies according to the individual student. The following are basic mechanics within the program:

First of all, the students and staff have a general meeting on Monday mornings at which announcements and policy decisions can be made. In addition to this meeting, students meet once a week with their advisors to discuss programs, evaluate progress and map plans for new programs. The advisor-advisee relationship is central to the operation of the program in that it provides for ongoing evaluation and contact for each student.

In general, curriculum consists of learning experiences that include student and teacher organized classes with scheduled meeting times, independent study projects in a single discipline or in a combination of disciplines, learning experiences in work or volunteer areas, and class experiences in local universities and other educational institutions. A student may develop programs that include any number of these activities. What he cooses is his decision and the final program varies with the nature of the individual. Academically, it is our belief that students will develop a program with relevance to them that will allow them to acquire basic learning skills and an appreciation for the positive experience of learning.

Students are given wide latitude in the use of their time. Some days they will be in school for the entire day, some for part of the day, others not at all. The actual attendance at school is based upon the demands of the student's program.

Emphasis is placed upon individualization of program. We encourage students to work at their own rate. Consequently, the student who is interested and able can push ahead and not be held back by others. The lesser prepared student is able to digest his learning comfortably and according to his own timetable.

Individual student evaluation and feed back takes a number of forms. (1) students receive periodic evaluations on quality and depth of effort; (2) students meet with advisor to review progress and comment on evaluations. Throughout the year no grade reports are given to students. The end-of-year evaluation consists of a student self-evaluation and teacher evaluation, a letter grade, and a written description of his work. Students also have the option of working on a credit/no credit basis.

These are the backgrounds, the assumptions and the objectives, and some of the mechanics of an alternative educational program. A description of this sort cannot touch upon the "heart" of the Concept I program, the affective dimension of a student's life. We believe that learning should take place in a relaxed environment that encourages a concern for learning, a mutual respect and trust among students and staff, and a recognition that everyone in the community is a unique human being with his own interests, his own personal timetable for learning, and his own set of values. The task of Concept I is to provide an environment which makes learning a natural and meaningful growth experience, bound not by the limits of a building or an institution, but only by the creativity and capacity of a human mind.

Working two days a week with pre-schoolers in a Head Start program, a Thanksgiving "feast" for 120 students prepared by students, a Political Science course at CWRU, physics students working on a project in bridge building, a chess game, a group of students earning the funds for a visit to Greenfield Village in Michigan, a student exchange with another school to exchange views on education, a ski trip, a seminar on Thanatology, a student working on his own radio show, a holiday party for underprivileged kids, an individualized class in Geometry, a guitar jam session, a seminar in Population and Its Problems, an advisor eating lunch with his students, a production of _The Wizard of Oz_ -- these experiences are just part of the environment of Concept I, an environment in which people work with and learn from people.

Appendix J

BEST COPY AVAILABLE

1972-73 EVALUATION OF CONCEPT I

BEACHWOOD HIGH SCHOOL

BEACHWOOD, OHIO

to be presented to:

1. The Beachwood Board of Education
2. The State Department of Education of Ohio

Dr. H. James Mahan,
Assistant Superintendent

CONCEPT I EVALUATION

PREFACE

The Concept I program of the Beachwood High School in Beachwood, Ohio has for the last two years allowed students and teachers to mutually develop their own educational program. The basic objective of the approach is to bring the student into the planning process and then to give him the responsibility for carrying out his joint plans. The focus of such planning is to involve students not only in interactions with staff and students at the school, but also in activities in the greater Cleveland area.

Because of the student involvement in planning, more flexible approaches to curriculum, time schedules, and staffing must be in effect. The curricular offerings are available but their development must be flexible for the needs and interests of individual students. Staff has found that without the mandatory attendance requirement students immediately evaluate the tenor of various programs. If a particular program is good, students flock in as often as they can attend. The opposite is also true. Students are aware of the requirements for graduation and needs for future plans and have contracted for credit in suitable course offerings to meet those needs. Again, the involvement in the planning allows students to show and develop proficiency in areas of study in many ways.

The time schedule for students demands that students meet with their advisor once each week and further that they come together for a general meeting on weekly intervals. This time requirement allows for the much needed planning element and the follow through with those plans.

The staff has a dual role, that of advising as well as instructing, interacting, and facilitating. Throughout this last year emphasis has been placed on the development of advising students. External consultants have been brought in to assist in staff development programs focusing on advisor roles and techniques. The staff has also attempted a variety of methods from voluntary sign-up by students to assignment of advisors. The result has been the recognition that a full and diverse array of methods attract individuals to a commitment toward education.

EVALUATION

Through observations, taped interviews, and questionnaires, the attitudes and achievement of students involved in Concept I was assessed. This report is intended to delineate those results as well as propose recommendations for the coming year. The content of the evaluation rested with the objectives developed by staff, student, and parents during the summer of 1972. These objectives are a part of the descriptive statement (see Appendix I). Eighty three out of one hundred and forty students and eighty three parents responded to the questionnaire. All staff involved with Concept I was interviewed.

OBJECTIVE I

> The responsibility for the planning and execution of the student's educational program must lie with the student. To this end, the staff must encourage and aid the student in developing those skills necessary to plan his educational program and to pursue it effectively. Primary among these are the skills of responsible decision making and the attitudes of personal responsibility for fulfilling individual goals.

Student Responses (see Appendix II - Student Questionnaire)

I have taken the overall responsibility for planning my educational program.

61.4%	Greatly	0.0%	Little
38.6%	Somewhat	0.0%	Not at all

My advisor has assisted me in making plans for my educational program.

21.7%	Greatly
44.6%	Somewhat
27.7%	Little
6.0%	Not at all

My advisor has hindered many of my plans which I wanted to pursue this year.

4.8%	Greatly
8.4%	Somewhat
10.0%	Limited
75.5%	Not at all
1.2%	Did not answer

I meet with my advisor for purposes of planning, advising, counseling an average of:

14.5% Twice a week
26.5% Once a week
31.3% Twice a month
25.3% Once a month
2.4% Did not answer

I needed additional help from my advisor in planning my program.

4.8% Greatly
30.1% Somewhat
27.7% Limited
37.3% Not at all

My relationship with my advisor over the last year has been (check one or more):

66.3% Helpful
16.9% Minimal
33.7% Enthusiastic
75.9% Friendly
4.8% Hindering
39.8% Intellectual
27.7% Inspiring
7.2% Negative
27.7% Creative

The series of questions dealt with the degree of responsibility taken by the student and the assistance which advisors provided for students. The general attitude of students toward their advisor was positive. For some, additional help was wanted but the majority indicated direct, helpful, stimulating, and friendly relationships with their advisor.

For those students who had been enrolled in the program for two years, a general attitude of greater involvement in planning prevailed. The dependance on advisory relationships shifted to an interactive and, to some extent, challenging dialogue.

Staff Responses (see Appendix III - Interview Schedule for Staff)

Describe your role as advisor within Concept I - discuss strengths and weaknesses as you perceive them.

Describe your role as an instructor within Concept I - discuss strengths and weaknesses as you perceive them.

Are students directly involved in planning and executing their educational programs? In what ways could this objective be enhanced?

The staff expressed real concerns as to the students who did not become involved in the ongoing educational process within Concept I. For some staff, they felt inequity in advisee loads and indicated that other staff should take a more active and aggressive role with students. To the staff in general the advisor role continued to be a priority concern and they expressed need for greater involvement with the students' total milieu.

The dual role of staff was perceived as closely related. Students who were closely and positively involved with staff in instructor roles often wanted the same staff member as an advisor.

Parent Responses (see Appendix IV - Parent Questionnaire)

I understand the overall intent of the Concept I program.

59.0%	Greatly
31.3%	Somewhat
4.8%	Limited
1.2%	Not at all
3.6%	Not sufficient information

I feel a close communication link with the school and the instructors of Concept I.

16.9%	Greatly
38.6%	Somewhat
22.9%	Limited
20.5%	Not at all
1.1%	Did not answer

The information meetings about Concept I have been sufficient for me to gain a good understanding of the approaches used in Concept I.

38.6%	Greatly
34.8%	Somewhat
13.3%	Limited
3.6%	Not at all
9.6%	Did not answer

In my opinion, my son/daughter has been involved in the planning of his/her educational program.

71.1%	Greatly
19.3%	Somewhat
4.8%	Limited
2.4%	Not at all
2.4%	Did not answer

The advisor for my son/daughter understands him/her and has been helpful in planning educational activities of his/her choice.

42.2%	Greatly
26.5%	Somewhat
14.5%	Limited
9.6%	Not at all
7.2%	Did not answer

Parents continue to want more information about the activities and program of Concept I. While the large majority indicates they understand the objectives and the intent of Concept I, many feel a communication gap. This factor was often stated in the comments by parents.

The overall tenor of parental responses was supportive and hoped for continuance of the program as an alternative in the Beachwood High School. The concerns of parents focused on the need for greater follow through for those students who appeared to be floundering. The communication need became apparent when such a situation existed and the real concern of the parent came to the surface. Rather than general meetings, parents suggested that direct communication links be established between the advisors and the parents. This personalized approach would serve to alleviate many fears.

OBJECTIVE II

The ultimate goal of the program is to make the student an independent learner. Thus, emphasis should be placed upon skills which will enable him to pursue learning without the help of the staff.

Student Responses

At the beginning of the school year, I considered myself having the ability to learn independently.

49.4%	Greatly
41.0%	Somewhat
7.2%	Limited
1.2%	Not at all
1.2%	Did not answer

During this year, I have been involved in activities which helped me gain an independence for learning.

48.2%	Greatly
39.8%	Somewhat
10.8%	Limited
1.2%	Did not answer

Most students definitely stated their independence. They commented that their ability to work alone was enhanced and that they found education in such a way was more profitable and enjoyable. In this manner the positive response indicated that involved students want to and can pursue a diverse educational program.

Staff Responses

Are students able to be independent learners and critical thinkers? (Do they have the appropriate skills?) In what ways could these objectives be enhanced?

The staff comments centered on the diversity of students and their needs as they gain independence in learning. It was evident that some students required greater direction from the staff but that the ultimate goal was to establish that joint working relationship between the student and the instructor. Some real problems in working toward this ideal were the time requirement for some students, the recognition of when the student has made real independent progress, and the techniques of imparting the skills of independent working to students who need them.

Those of the staff, who had been with the program over a two-year period, found that they were more confident and competent in dealing with the independence issue. As staff changes within Concept I this need must be met by providing staff development programs.

Parent Responses

This section was combined with the first objective. The comments by parents indicated general positive reaction for the basic tenet of independence for learning. Their concern was the follow through and the development of a caring relationship between students and staff.

OBJECTIVE III

The student should be a critical thinker willing and able to question his world, to gather information in search of solutions, and to analyze and synthesize ideas.

Student Responses

During the year I have been involved in activities which helped me identify a variety of problems and determine differences and similarities among them.

26.5% Greatly
54.2% Somewhat
15.7% Little
3.6% Did not answer

In the process of considering various problems, I have found ways to gather and use information and to arrive at alternative solutions to these problems.

22.9% Greatly
54.2% Somewhat
18.1% Limited
1.2% Not at all
3.6% Did not answer

The comments and responses of students indicated that this aspect of their education was often learned elsewhere. Since the question dealt only with Concept I, the responses did not indicate the origin of learning the skills of problem solving and critical thinking. To some extent there was a tenor that this aspect often was attractive to the student enrolling in Concept I. That student then often possessed these skills and thus turned to other points of interest.

In comparing the responses of those students enrolled in the program for two years with the one year enrollee, no appreciable difference could be found.

Staff Responses

Are students able to be independent learners and critical thinkers? (Do they have the appropriate skills?) In what ways could these objectives be enhanced?

The staff, in responding to this question, felt greater need for students to exhibit the skills of critical thinking and problem solving. The level of sophistication of these skills was often average and did not meet staff expectation. The staff again responded to the differences exhibited by students and indicated that when a student really was involved in an interesting project (to him) that the skill level increased appreciably.

Parent Responses

No parent response was solicited on this objective.

OBJECTIVE IV

Students should develop functional skills in communication (speech and composition), computation, and information gathering.

Student Responses

Within the Concept I program I have been helped to express opinion and back it up with facts and logic.

a. In speaking:
34.9% Greatly
44.6% Somewhat
15.7% Limited
4.8% Not at all

b. In writing:
26.5% Greatly
43.4% Somewhat
26.5% Limited
2.4% Not at all
1.2% Did not answer

This year my ability to creatively express an idea or an experience has increased.

a. In speaking:
21.7% Greatly
57.8% Somewhat
13.3% Limited
7.2% Not at all

b. In writing:
29.7% Greatly
54.2% Somewhat
16.9% Limited
4.8% Not at all
2.4% Did not answer

My instructors and advisor were able to determine my communication skills level (writing, reading and speaking abilities) and to help me plan activities which would sharpen these skills.

14.5% Greatly
48.2% Somewhat
20.5% Limited
14.5% Not at all
2.3% Did not answer

I have been able to receive the math skills and courses which I planned at the beginning of the year.

34.9% Greatly
25.3% Somewhat
4.8% Limited
13.3% Not at all
19.3% Not applicable
2.4% Did not answer

I have used the computer terminal as a part of my math and science activities.

3.6% Greatly
12.0% Somewhat
18.1% Limited
66.3% Not at all

The individual approaches to mathematics have allowed me to gain a real competence in the courses which I pursued.

20.5% Greatly
26.5% Somewhat
13.3% Limited
13.3% Not at all
25.3% Not applicable
1.2% Did not answer

I have easy access to an instructor in math if I encounter problems or have questions.

36.1%	Greatly
24.1%	Somewhat
13.3%	Limited
16.9%	Not at all
9.6%	Did not answer

I have been able to obtain the activities which I planned in social studies.

45.8%	Greatly
22.9%	Somewhat
15.7%	Limited
4.8%	Not at all
10.8%	Not applicable

I have easy access to an instructor in social studies when I need help.

38.6%	Greatly
32.5%	Somewhat
12.0%	Limited
4.8%	Not at all
12.0%	Not applicable

I have been able to pursue those science activities which I planned.

42.2%	Greatly
19.3%	Somewhat
14.5%	Limited
6.0%	Not at all
15.6%	Not applicable
2.4%	Did not answer

I have easy access to a science instructor when I need assistance.

49.4%	Greatly
20.5%	Somewhat
10.8%	Limited
2.4%	Not at all
14.5%	Not applicable
2.4%	Did not answer

The progress of the skills of students was evident in their positive responses and comments. The performance of students on achievement tests also reinforced this fact. Concept I students, over the last two years, have maintained their previous progress and have continued to score well on the

96

Scholastic Aptitude Tests for college entrance. As of May 1973 fifty-two of the fifty-four seniors in Concept I had been accepted into colleges.

Students displayed some concern of being able to gain access to their instructors. The comments of students showed that many problems could have been helped by a quick response or a more individualized program provided for a student.

Staff Responses

Are students gaining and extending their skills of communication, computation, and group process? In what ways could these objectives be enhanced?

The staff indicated a need to review some of the basic skills. It was evident, that as the skills were being used, there was need for either reteaching or review. The writing and math skills were predominent in the minds of the teachers. An expressed priority of staff for the coming year was that students would be encouraged to express their ideas (and reports) in writing.

Parent Responses

My son/daughter has sharpened his/her writing and speaking skills this year.

27.7%	Greatly
30.2%	Somewhat
20.5%	Limited
14.4%	Not at all
7.2%	Did not answer

Parents responded in a mixed way, stating concern for the progress of their young adults to minimal growth in the communication skills. The percentages bear this mixed reaction to the emphasis of the communication skills.

OBJECTIVE V

The student should have a knowledge and the experience of working with groups to the end that he gain knowledge of effective group process, that he be tolerant of and able to work with differing opinions and personalities, and that he realize the responsibility of commitment to others.

Student and Staff Responses

I have worked with small groups of students in the pursuit of my educational program.

39.8% Much of the time (75-100%)
26.5% Some of the time (25-75%)
26.5% Limited amount of time (5-25%)
7.2% Not at all

Because of the different approaches to education in Concept I, I have a better understanding of ways to effectively function in a group.

32.5% Greatly
53.0% Somewhat
3.6% Limited
9.6% Not at all
1.2% Did not answer

Many of the activities of Concept I occurred within the context of small groups. It was evident, however, in the comments of students and staff that they were afforded the opportunity to work independently. The attitudes of working with other students is detailed in the comments of Objective IX.

OBJECTIVE VI

Learning should not be viewed in unique and separate disciplines, but rather should be viewed as a whole relating to the student's needs and/or interests.

Student Responses

In my program this year, I have been involved in activities stressing interdisciplinary approaches.

4.8% Entirely
33.7% Mostly
21.7% About half
28.9% Slightly
6.0% Not at all
4.8% Did not answer

The instructors whom I have had in Concept I have individualized their courses to allow me to pursue my personal educational program.

44.6% Greatly
43.4% Somewhat
8.4% Limited
1.2% Not at all
2.4% Did not answer

I have been able to arrange other courses which I wanted to complete my educational program.

55.4% Greatly
33.7% Somewhat
7.2% Limited
2.4% Not at all
1.2% Did not answer

Students have been able to arrange the educational programs they have wanted. The interdisciplinary aspects have often been emphasized through the particular project in which they have been involved. Examples of this are the population study, the life styles program, and the school on wheels project.

Those students who had been in the program for two years had similar responses to those first year students. This aspect of Concept I is pervasive in the programs which are planned and implemented.

Staff Responses

Has there been the development of interdisciplinary approaches to subject area? In what ways could this objective be extended?

In discussing this objective with staff, the evaluator was aware of the many diverse opportunities which were available to students. The concern of the staff was that adequate time be available to interact with students in such a way that other avenues were pointed out. Some of the staff felt that some of the interdisciplinary thrust of the first year was blunted during the second year. The priority of advisory relationships was more pressing and thus the attendant joint curriculum planning for larger segments of Concept I were not as evident. The focus was more on individual projects

Parent Responses

My son/daughter has been challenged by the variety of alternatives within the Concept I program.

41.0% Greatly
28.9% Somewhat
12.0% Limited
14.5% Not at all
3.6% Did not answer

The majority of parents felt that alternatives were made available to their young adults within the Concept I program. Many commented that particular courses such as the population study were exciting and hoped that similar projects could be investigated and pursued.

OBJECTIVE VII

The school building and the classroom are but two of a number of resources for learning in our world. Consequently, the student should be encouraged to make use of any and all learning resources available within the school and in the general community.

Student Responses

I have been involved in educational activities off the Beachwood High School campus as part of my Concept I experience.

34.9% Greatly
37.3% Somewhat
13.3% Limited
13.3% Not at all
1.2% Did not answer

I was able to become involved in the outside activities which I wanted for my educational plans.

42.2% Greatly
28.9% Somewhat
18.1% Limited
6.0% Not at all

I have attended the lectures and discussions of outside resource people within Concept I.

7.2% Greatly
43.4% Somewhat
36.1% Limited
12.0% Not at all
1.2% Did not answer

I have used the contents of the discussions with these outside speakers as a part of my overall planned educational program.

7.2% Greatly
19.3% Somewhat
44.6% Limited
28.9% Not at all

I used ____________________ to set up my educational activities off the campus. (check one or more)

44.6% My personal contacts
24.1% My advisor
37.3% One of my Concept I instructors
7.2% Concept I director
30.1% Fellow students
9.6% Other (please indicate0

Off campus resources remain a vital part of the Concept I program. Students said that transportation to these resources, though somewhat better this year, continued to *present a problem.* The manner by which these resources were initially obtained was most often through personal contacts or through his fellow students. The involvement of external resources within the Concept I environment has been limited.

Staff Responses

Have students and teachers used resources external to the school for the development of educational programs? In what way and how could this objective be extended?

Two problems were expressed by the staff as hampering external involvement of students; the arrangement and follow through with students in the actual situation, and transportation. Those of the staff who have pushed for such involvement have found that agencies are willing to take students but there is a constant need for communication with these contact people within the agency.

Parent Responses

My son/daughter has been involved in educational activities outside the school as a part of his/her Concept I experience.

45.8%	Greatly
25.3%	Somewhat
15.7%	Limited
12.0%	Not at all
1.2%	Did not answer

OBJECTIVE VIII

Evaluation, both personal and external, is necessary to the growth and development of the student. It should be ongoing rather than periodic and should be designed to aid the student in determining further direction and scope for his learning.

Student Responses

I intend to have my final evaluation of courses with:

63.9%	Grades
31.3%	Credit/Non-credit
4.8%	Did not answer

I understand the progress which I have made in my educational program this year.

45.8% Greatly
43.4% Somewhat
8.4% Limited
2.4% Not at all

Reflecting on this year I would have been _____ successful within the Concept II program.

13.3% More
26.5% As
54.2% Less
6.0% Did not answer

From my parents point of view, I would have been ____ successful in the Concept II program.

33.7% More
33.7% As
24.1% Less
8.4% Did not answer

The self-evaluation of students indicated that grades for activities and courses continue to be selected. Those students who have been in the program for two years indicated an even stronger preference for grades. Comments by students indicate that grades are the most appropriate means, at this point, for indicating progress. This approach, coupled with a more frequent descriptive accounting of progress, appears to be a very desirable alternative.

Students have a strong preference for remaining within Concept I (see fact section) and feel that they have been more successful within Concept I than in Concept II (the more structured approach to education within the high school). In looking at and understanding the progress they have made, two-year students feel more strongly then first year participants that they have a better grasp of where they are and what they have done.

Staff Responses

Have students gained methods and attitudes of self-evaluation? In what ways can this objective be extended?

The staff stated that grades and the credit rating systems continued to be the priority problem of Concept I. For students to request evaluations by grade denegrates the self-evaluation aspect of the program. The problem of negotiating for credit does not allow the student and instructor to develop an interactive relationship and does not permit the student to establish divergent proposals. The suggestion by the staff that block credit be established is an alternative which should be established. This approach would take the focus off credit and place it on the learning which occurs by both the student and the instructor.

Parent Responses

The overall Concept I experience for my son/daughter has been educationally beneficial.

41.0% Greatly
31.3% Somewhat
13.3% Limited
10.8% Not at all
3.6% Did not answer

Parents feel that the program has been beneficial to their children but continue to want increased information as to their progress. Communication links, which have been discussed previously, need to be established between the advisor/instructor and the parents. If this is accomplished many of the parental concerns will be alleviated.

OBJECTIVE IX

The relationship between student and teacher must be one of mutual respect and trust. It is only through the free interchange of ideas between people interested in learning that real learning can take place. Our program must provide an environment of openness and freedom that will allow students to truly enjoy the pursuit of learning and to develop their own unique personalities.

Student Responses

I have a better understanding of people because of the Concept I experience.

a. Of those different from me:	b. Of those similar to me:
34.9% Greatly	38.6% Greatly
38.6% Somewhat	39.8% Somewhat
14.5% Limited	12.0% Limited
8.4% Not at all	6.0% Not at all
3.6% Did not answer	3.6% Did not answer

c. Of older students:
27.7% Greatly
30.1% Somewhat
13.3% Limited
14.5% Not at all
14.4% Did not answer

d. Of younger students:
20.6% Greatly
36.1% Somewhat
27.7% Limited
9.6% Not at all
6.0% Did not answer

e. Of my instructors:
44.4% Greatly
46.0% Somewhat
7.2% Limited
1.2% Not at all
1.2% Did not answer

f. Of adults:
27.7% Greatly
41.0% Somewhat
20.5% Limited
6.0% Not at all
4.8% Did not answer

Interactions among students and staff were diverse and occurred quite often. Comments by students indicated a high trust level existed between adults and students directly involved with Concept I and that this factor was an integral part of the total program. Some students questioned the inclusion of ninth and tenth grade students who were not serious about the program. To a large extent participating students were involved with older and younger peers as well as adults on the staff and adults external to the school. The relationships were generally reported as positive and that these interactions should be expanded in the coming year.

Those students who were in the program for two years felt a closer relationship with the instructors of Concept I. The other interactions with different and similar students were similar to the responses of the first year students.

Staff Responses

Respond to Objective IX and indicate your reactions to the degree of trust and personalization which is contained within Concept I.

The staff also felt that this component was the most positive aspect of Concept I. Each staff member recounted instances of becoming acquainted and of getting closely involved with students. This association is one of trust and is the giant step to obtaining the ideal advisory relationship. It is imperative that all students enrolled within Concept I have this type of association with a staff member or other adult as well as his peers. This opening then allows for the establishment of real self learning approaches.

Because of the Concept I experience, my son/daughter has improved in his/her understanding of people.

a. Of those different from him/her:
31.3% Greatly
36.1% Somewhat
12.0% Limited
13.3% Not at all
7.2% Did not answer

b. Of those similar to him/her:
25.5% Greatly
45.6% Somewhat
13.3% Limited
8.4% Not at all
7.2% Did not answer

c. Of those older than he/she:
27.7% Greatly
31.3% Somewhat
14.4% Limited
16.9% Not at all
9.6% Did not answer

d. Of those younger than he/she:
25.3% Greatly
34.9% Somewhat
19.3% Limited
12.0% Not at all
8.4% Did not answer

Parents, in general, felt an improvement by their child in attitude and understanding of others. Their comments also reflected the positive interactions which they observed in their children. To some parents their concern was not with interactions among people but with the need for greater emphasis on learning. There must be a continued blending and parents must become increasingly aware of the vital link between learning and sharing with others. This cooperative approach will hopefully lead to the accomplishment of this tenet.

FACTS

During the 1972-73 school year 140 students were enrolled in Concept I. Of the 83 students responding to the questionnaire, 45 were completing their first year and 38 were in the second year of Concept I. The efforts of eight staff members, a para-professional, and a secretary were coordinated by an Instructional Leader. The organizational approach of the high school was to promote autonomous alternatives within the framework of the high school and school district philosophy. Most decisions affecting staff and students could be made within the environs of Concept I.

I have easy access to the director of Concept I when I have problems or just want to talk.

22.9% Greatly
34.9% Somewhat
28.9% Limited
12.0% Not at all
1.2% Did not answer

I support the weekly town meeting idea for general communications and the resolving of problems in Concept I.

31.3% Greatly
31.3% Somewhat
26.5% Limited
8.4% Not at all
2.4% Did not answer

I support the town meeting idea as it has presently developed.

8.4% Greatly
39.8% Somewhat
26.5% Limited
24.1% Not at all
1.2% Did not answer

Students wanted a closer involvement of the Instructional Leader. They often saw a need for his talents as a teacher and wanted to have him involved in some of their projects. Students also saw the need for different communication links. The town meeting was effective for some of this information giving but wanted other alternatives open to them.

Student teachers have helped me with their instructional and personal contacts.

18.1% Greatly
30.1% Somewhat
18.1% Limited
33.7% Not at all

The use of student teachers has been minimal and in some ways ineffective. One problem is the brevity of their stay (9 or 10 weeks) within the program and the difficulty in maintaining continuity in the involvement of students with student teachers. If universities extend the field service program,as is now being proposed, more time may be available for real interactions to occur.

My parents are supportive of the Concept I approach to education.

34.9% Greatly
44.4% Somewhat
12.0% Limited
3.6% Not at all
5.0% Did not answer

My parents understand the idea of the Concept I educational approach.

38.6% Greatly
41.0% Somewhat
15.6% Limited
4.8% Not at all

I would ______ to enroll in Concept I for the coming year. (Seniors: If given the opportunity)

91.6% Elect
7.2% Not Elect
1.2% Did not answer

The majority of the students perceived their parents to be supportive and understanding of the Concept I approach. All but 6 of the students responding to the questionnaire stated that they would enroll in Concept I if given the opportunity. The staff, while having concerns about certain aspects of the program, wholly supported the continuance of this approach to education. This overall parent, student, and staff support was registered in the responses, the comments, and the observation by the evaluator.

RECOMMENDATIONS

As a result of the evaluation the following recommendations reflect the attitudes projected by the staff, students, and parents, as well as the observations of the evaluator. The recommendations are not ranked by priority.

1. The Instructional Leader of Concept I should assume a closer working relationship with students and parents.

   The closer relationship with the Instructional Leader was often mentioned by students as a necessity. For many students the interaction with the Instructional Leader will serve as a temporary advisor and facilitator. This relationship should not circumvent the advisor role of the teachers but may serve to facilitate a better match between student and teacher.

   There is also a continuing need for an improved communications flow between parents and the staff. The meetings which were set up serve as one approach. Newsletters, flyers, periodic phone conferences, meetings in parents' homes, and written reports would serve to better inform parents of the overall progress and activities of their young adults.

2. The advisor role of the staff must be enhanced to allow students to better plan and execute their educational programs.

   This aspect of Concept I, which is the essence of the program, continues to be a problem. Staff has indicated that there exists great imbalance in student loads. Students have expressed varied opinions of the relationship with their advisor. In the vast majority of responses, students expressed that a friendly relationship existed but felt that the educational assistance was not always forthcoming. Those advisors who seem to be most successful and attract students are often agressive and follow up with both parents and students in a positive and helpful way. It is evident that some students need and want this closer (and at times more directive) relationship to help them gain greater independence in planning their educational program.

   The staff development programs dealing with conferencing and planning techniques should be continued. These approaches are vital for the greater effectiveness of the staff serving as advisors. The Instructional Leader of Concept I should continually assess the competence of the staff in this advisory role and should insure that each student is receiving appropriate counseling from staff. This advisory component is the most vital part of Concept I and thus should continue to receive great emphasis and follow through.

3. A block of credit hours should be granted to a student for his participation in Concept I.

   A real problem with Concept I is in determining appropriate credit allocations for work pursued. If the student were granted a block of 4 credits, a description of activities and subject area involvement would indicate what the student had accomplished. This description would be mutually determined by the student and his advisor.

4. Grades and the subsequent evaluation of student effort should be closely investigated and the alternative approach should be continued during this investigation.

   Many students continue to select grades as a part of their evaluation for their work. The teachers have categorically said that the focus of students on grades is a detriment to the Concept I program. It is evident, however, that many students have found no acceptable substitute and continue to request such evaluations to indicate their relative progress. The investigation should include:

   A. Determination of student attitudes toward ways that assessment of their progress can be communicated to them and assist in developing their educational program.

   B. Establishment of formal and informal communication channels with parents for informing them of their student's progress.

   C. Determination of universities accepting such unique evaluative approaches.

5. The Concept I program should continue to be a blend of unstructured events and structured activities. The determination of the involvement by the student in such activities rests with that student and his/her advisor.

   It is evident from the remarks of both students and staff that there are divergent opinions as to the need for more or less structure. This ambivalence is a vital component of Concept I and the resultant overall program must reflect this diversity. Each student must continue to have the self-educational, self-planning, and self-involvement goals. The advisors must recognize that there are multiple approaches to accomplish these goals for the student and that they must be astute to the needs and interests of the students to assist the student in planning his unique program. The ever present danger is that structure needs of some students will be interpreted as the total needs for all students and that the program will in essence revert to a more traditional form of education. It is imperative that divergent and unique opportunities be constantly injected into the setting to allow for the individual characteristics of students.

6. There should be an effort to attain a greater enrollment of students in the ninth and tenth grades and to maintain a diversity of age levels.

Over the last year there has been a decrease in the ninth and tenth grade enrollment in Concept I. This evaluator was unable to determine a clear reason why this phenomenon has occurred but efforts should be made to ascertain some factors and reverse the trend if possible. Better communication with Middle School students, staff, and parents may help initially. Programs should also be planned in which students can gain the functional communication and computation skills. These programs should be individualized and tailored to those students expressing such needs. Advisors must be available to these younger students who support their inclusion and understand their needs. Programs should also be developed in which cross sections of ages are an integral part.

7. The use of external resources both inside and outside the school must become a more integral and planned part of Concept I.

The reactions of many students and staff to this component of Concept I was that the use of external resources was often difficult to arrange and transportation presented a problem. This situation was partially alleviated by the use of a bus which transported students to various agencies and the periodic rental of a station wagon for the School on Wheels program. There was also a need for arranging and following through of resources by the staff on the activities of students outside the school. An appropriate bank of resources should be built up whereby students could readily determine and can easily arrange the activity in which they want to be involved. Consistent and dependable transportation arrangements must also be available for such activities.

8. The evaluation of Concept I for the school year 1973-74 should include the student desires for present and new programs for the alternative.

The existing questionnaire in many ways did not ask the question, "What do you, the students, want in Concept I?" The basic objective of the program is to reflect the involvement of students in the total educational process. In many ways the desires of students were ascertained in their comments but a more consistent effort should be made to account for these wants by students in the future.

SUMMARY

The Concept I program has been a successful approach for many students. This fact is based on the comments and reactions of staff, students, and parents. The continued and expanded success of the program will, in part, depend on the reflection and follow through of the recommendations. In many areas these recommendations have been investigated and possible alternative solutions have been projected over the summer planning and workshop time.

This program is unique in that students are not only involved in the doing but also in the planning of their educational activities. The spin-offs from such an approach are refreshing to the entire educational scene. I recommend that the Board of Education of Beachwood, Ohio and the State Board of Education would grant this program continued developmental status for the coming school year 1973-74 with the projection that the program be granted permanent status, contingent on yearly program evaluation.

APPENDIX I

THE CONCEPT I PROGRAM

CONCEPT I - BEACHWOOD HIGH SCHOOL

Concept I was instituted at Beachwood High School to provide an alternative in education to the standard school program.

The actual operation of the program varies according to the individual student. The following are basic mechanics within the program:

First of all, the students and staff have a general meeting on Monday mornings at which announcements and policy decisions can be made. In addition to this meeting, students meet once a week with their advisors to discuss programs, evaluate progress and map plans for new programs. The advisor-advisee relationship is central to the operation of the program in that it provides for ongoing evaluation and contact for each student.

In general, curriculum consists of learning experiences that include student and teacher organized classes with scheduled meeting times, independent study projects in a single discipline or in a combination of disciplines, learning experiences in work or volunteer areas, and class experiences in local universities and other educational institutions. A student may develop programs that include any number of these activities. What he chooses is his decision and the final program varies with the nature of the individual. Academically, we trust that students will develop a program with relevance to them that will allow them to acquire basic learning skills and an appreciation for the positive experience of learning.

Students are given wide latitude in the use of their time. Some days they will be in school for the entire day, some for part of the day, others not at all. The actual attendance at school is based upon the demands of the student's program.

Emphasis is placed upon individualization of program. We encourage students to work at their own rate. Consequently, the student who is interested and able can push ahead and not be held back by others. The lesser prepared student is able to digest his learning comfortably and according to his own timetable.

Individual student evaluation and feedback takes a number of forms. (1) students receive periodic evaluations on quality and depth of effort; (2) students meet with an advisor to review progress and comment on evaluations. Throughout the year no grade reports are given to students. The end-of-year evaluation consists of a student self-evaluation and teacher evaluation, a letter grade, and a written description of his work. Students also have the option of working on a credit/no credit basis.

These are the backgrounds, the assumptions and the objectives, and some of the mechanics of an alternative educational program. A description of this sort cannot touch upon the "heart" of the Concept I program, the affective dimension of a student's life. We believe that learning should take place in a relaxed environment that encourages a concern for learning, a mutual respect and trust among students and staff, and a recognition that everyone in the community is a unique human being with his own interests, his own personal timetable for learning, and his own set of values. The task of Concept I is to provide an environment which makes learning a natural and meaningful growth experience, bound not by the limits of a building or an institution, but only by the creativity and capacity of a human mind.

Working two days a week with pre-schoolers in a Head Start program, a Thanksgiving "feast" for 120 students prepared by students, a Political Science course at CWRU, physics students working on a project in bridge building, a chess game, a group of students earning the funds for a visit to Greenfield Village in Michigan, a student exchange with another school to exchange views on education, a ski trip, a seminar on Thanatology, a student working on his own radio show, a holiday party for underprivileged kids, an individualized class in Geometry, a guitar jam session, a production of *The Wizard of Oz*, a seminar in Population and Its Problems, an advisor eating lunch with his students -- these experiences are just part of the environment of Concept I, an environment in which people work with and learn from people.

The program operates under a number of basic assumptions about the educational enterprise and about Beachwood students.

These assumptions are:

1. That Beachwood High School students are mature, capable and intelligent enough to assist in determining how they learn best.
2. That Beachwood High School students and faculty share the attitude that individual development is the prime reason for the existence of the educational enterprise.

3. That students and faculty can set and accomplish goals and objectives together, and if this is done greater learning for both will occur.

4. That all students are not adequately served by one curriculum at Beachwood High School.

5. That because we are all different we learn best by varied teaching techniques.

6. That educators have not discovered the best method of instruction for all students.

7. That we all share a belief in the concept of cognitive and affective learning being equally important and interwoven.

8. That we can all accept the notion that a totally structured curriculum is not necessarily the best or only acceptable program for B.H.S.

9. That creativity, flexibility, and change are useful ideas which require openness of mind.

The program itself is an attempt to develop within the student a sense of responsibility for his own educational program in the hopes that (1) self-directed learning will be more meaningful and thus more effective, and that (2) the student will be better able to make decisions regarding his life.

At the same time the program encourages the concept that learning is a process which occurs not only within the school, but also in the community. Students in developing their programs can benefit from learning experiences offered within the school and in the immediate Cleveland community.

The actual direction of the program grows from nine principles which govern the curriculum, methodology and policy. These principles are:

1. The responsibility for the planning and execution of the student's educational program must lie with the student. To this end, the staff must encourage and aid the student in developing those skills necessary to plan his educational program and to pursue it effectively. Primary among these are the skills of responsible decision making and the attitudes of personal responsibility for fulfilling individual goals.

2. The ultimate goal of the program is to make the student an independent learner. Thus, emphasis should be placed upon skills which will enable him to pursue learning without the help of the staff.

3. The student should be a critical thinker willing and able to question his world, to gather information in search of solutions, and to analyze and synthesize ideas.

4. Students should develop functional skills in communication (speech and composition), computation, and information gathering.

5. The student should have a knowledge and the experience of working with groups to the end that he gain knowledge of effective group process, that he be tolerant of and able to work with differing opinions and personalities, and that he realize the responsibility of commitment to others.

6. Learning should not be viewed in unique and separate disciplines, but rather should be viewed as a whole relating to the student's needs and/or interests.

7. The school building and the classroom is but one of a number of resources for learning in our world. Consequently, the student should be encouraged to make use of any and all learning resources available within the school and in the general community.

8. Evaluation, both personal and external, is necessary to the growth and development of the student. It should be ongoing rather than periodic and should be designed to aid the student in determining further direction and scope for his learning.

9. The relationship between student and teacher must be one of mutual respect and trust. It is only through the free interchange of ideas between people interested in learning that real learning can take place. Our program must provide an environment of openness and freedom that will allow students to truly enjoy the pursuit of learning and to develop their own unique personalities.

APPENDIX II

STUDENT QUESTIONNAIRE

BEACHWOOD BOARD OF EDUCATION May 9, 1973

CONCEPT I

STUDENT QUESTIONNAIRE

This questionnaire is designed to assess your attitudes toward Concept I. Your responses will become a part of the annual evaluation of the program which will help us in planning for the coming year and will be submitted to the State Department of Education.

The following are statements describing the overall Concept I program. Please check the response most appropriate to you. You may wish to comment for clarification purposes to the right of your response.

1. I have taken the overall responsibility for planning my educational program.
    ____Greatly Comments:
    ____Somewhat
    ____Limited
    ____Not at all

2. My advisor has assisted me in making plans for my educational program.
    ____Greatly Comments:
    ____Somewhat
    ____Little
    ____Not at all

3. My advisor has hindered many of my plans which I wanted to pursue this year.
    ____Greatly Comments:
    ____Somewhat
    ____Limited
    ____Not at all

4. I meet with my advisor for purposes of planning, advising, counseling an average of:
    ____Twice a week Comments:
    ____Once a week
    ____Twice a month
    ____Once a month

5. I needed additional help from my advisor in planning my program.
    ____Greatly Comments:
    ____Somewhat
    ____Limited
    ____Not at all

6. During the year I have been involved in activities which helped me identify a variety of problems and determine differences and similarities among them.
    ____Greatly Comments:
    ____Somewhat
    ____Little
    ____Not at all

7. In the process of considering various problems, I have found ways to gather and use information and to arrive at alternative solutions to these problems.
    ____Greatly Comments:
    ____Somewhat
    ____Limited
    ____Not at all

8. At the beginning of the school year, I considered myself having the ability to learn independently.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

9. I am completing my _____ year in Concept I.
____First
____Second

10. During this year, I have been involved in activities which helped me gain an independence for learning.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

11. I have been involved in educational activities off the Beachwood High School campus as part of my Concept I experience.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

12. I was able to become involved in the outside activities which I wanted for my educational plans.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

13. I have attended the lectures and discussions of outside resource people within Concept I.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

14. I have used the contents of the discussions with these outside speakers as a part of my overall planned educational program.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

15. I used __________ to set up my educational activities off the campus. (check one or more)
____My personal contacts
____My advisor
____One of my Concept I instructors
____Concept I director
____Fellow students
____Other (please indicate)

16. In my program this year, I have been involved in activities stressing interdisciplinary approaches.

____Entirely Comments:
____Mostly
____About half
____Slightly
____Not at all

17. The instructors whom I have had in Concept I have individualized their courses to allow me to pursue my personal educational program.

____Greatly Comments:
____Somewhat
____Limited
____Not at all

18. As a part of my planned educational program I have been able to combine my experiences off campus with my program of studies held on campus.

____Greatly Comments:
____Somewhat
____Limited
____Not at all

19. Within the Concept I program I have been helped to express opinion and back it up with facts and logic.

a. In speaking
    ____Greatly Comments;
    ____Somewhat
    ____Limited
    ____Not at all

b. In writing
    ____Greatly Comments:
    ____Somewhat
    ____Limited
    ____Not at all

20. This year my ability to creatively express an idea or an experience has increased.

a. In speaking
    ____Greatly Comments:
    ____Somewhat
    ____Limited
    ____Not at all

b. In writing
    ____Greatly Comments:
    ____Somewhat
    ____Limited
    ____Not at all

21. My instructors and advisor were able to determine my communication skills level (writing, reading and speaking abilities) and to help me plan activities which would sharpen these skills.

____Greatly Comments:
____Somewhat
____Limited
____Not at all

22. I have been able to receive the math skills and courses which I planned at the beginning of the year.

____Greatly Comments:
____Somewhat
____Limited
____Not at all
____Not applicable

23. I have used the computer terminal as a part of my math and science activities.

____Greatly Comments:
____Somewhat
____Limited
____Not at all

24. The individualized approaches to mathematics have allowed me to gain a real competence in the courses which I pursued.

____Greatly Comments:
____Somewhat
____Limited
____Not at all
____Not applicable

25. I have easy access to an instructor in math if I encounter problems or have questions.

____Greatly Comments:
____Somewhat
____Limited
____Not at all

26. I have been able to obtain the activities which I planned in social studies.

____Greatly Comments:
____Somewhat
____Limited
____Not at all
____Not applicable

27. I have easy access to an instructor in social studies when I need help.

____Greatly Comments:
____Somewhat
____Limited
____Not at all
____Not applicable

28. I have been able to pursue those science activities which I planned.

____Greatly Comments:
____Somewhat
____Limited
____Not at all
____Not applicable

29. I have easy access to a science instructor when I need assistance.

____Greatly Comments:
____Somewhat
____Limited
____Not at all
____Not applicable

30. I have been able to arrange other courses which I wanted to complete my educational program.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

31. I have worked with small groups of students in the pursuit of my educational program.
____Much of the time (75-100%)
____Some of the time (25-75%)
____Limited amount of time (5-25%)
____Not at all

32. Because of the different approaches to education in Concept I, I have a better understanding of ways to effectively function in a group.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

33. I have a better understanding of people because of the Concept I experience.
a. Of those different from me
____Greatly Comments:
____Somewhat
____Limited
____Not at all
b. Of those similar to me
____Greatly Comments:
____Somewhat
____Limited
____Not at all
c. Of older students
____Greatly Comments:
____Somewhat
____Limited
____Not at all
d. Of younger students
____Greatly Comments:
____Somewhat
____Limited
____Not at all
e. Of my instructors
____Greatly Comments:
____Somewhat
____Limited
____Not at all
f. Of adults
____Greatly Comments:
____Somewhat
____Limited
____Not at all

34. I intend to have my final evaluation of courses with:
____Grades
____Credit/Non-credit

35. I understand the progress which I have made in my educational program this year.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

36. I would ________ to enroll in Concept I for the coming year. (Seniors: If given the opportunity)
____Elect Comments:
____Not elect

37. Reflecting on this year I would have been ____ successful within the Concept II program.
____More Comments:
____As
____Less

38. From my parents point of view, I would have been ____ successful in the Concept II program.
____More Comments:
____As
____Less

39. My relationship with my advisor over the last year has been (check one or more).
____Helpful Comments:
____Minimal
____Enthusiastic
____Friendly
____Hindering
____Intellectual
____Inspiring
____Negative
____Creative

40. I have easy access to the director of Concept I when I have problems or just want to talk.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

41. I support the weekly town meeting idea for general communications and the resolving of problems in Concept I.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

42. I support the town meeting idea as it has presently developed.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

43. Student teachers have helped me with their instructional and personal contacts.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

44. My parents are supportive of the Concept I approach to education.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

45. My parents understand the idea of the Concept I educational approach.
____Greatly Comments:
____Somewhat
____Limited
____Not at all

BEACHWOOD BOARD OF EDUCATION May 9, 1973

CONCEPT I

STUDENT QUESTIONNAIRE

PLEASE ANSWER THE FOLLOWING QUESTIONS:

1. List and briefly describe the two educational activities which you considered most important to you within the Concept I program:

2. List and briefly describe the two educational activities which you considered least helpful to you within your Concept I program:

3. Include other comments you wish to make about the strengths and weaknesses of the Concept I program.

APPENDIX III

PARENT QUESTIONNAIRE

BEACHWOOD CITY SCHOOLS

BOARD OF EDUCATION
24601 Fairmount Blvd.
CLEVELAND, OHIO 44122

464-2600

BEST COPY AVAILABLE

May 9, 1973

Dear Parents of Concept I Students:

So I can gain some insights into your perceptions of the Concept I program, please complete the enclosed questionnaire. Your responses will be combined with those of the students and staff and will help the staff plan for the Concept I program next year. These results will also be submitted to the State Department of Education as a part of the Concept I evaluation. The student questionnaire is more extensive than the one which you will complete. Each teacher will be interviewed on similar topics.

Thank you for your cooperation. Please send your completed questionnaire to me by May 21.

Sincerely yours,

H. James Mahan
Assistant Superintendent

hjm/ac

BEACHWOOD BOARD OF EDUCATION

May 9, 1973

PARENT QUESTIONNAIRE

This questionnaire is designed to assess your attitudes toward Concept I. Your responses will become a part of the annual evaluation of the program which will help us in planning for the coming year and will be submitted to the State Department of Education.

The following are statements describing the overall Concept I program. Please check the response most appropriate to you. You may wish to comment for clarification purposes to the right of your response.

1. I understand the overall intent of the Concept I program.
_____Greatly Comments:
_____Somewhat
_____Limited
_____Not at all
_____Not sufficient information

2. I feel a close communication link with the school and the instructors of Concept I.
_____Greatly Comments:
_____Somewhat
_____Limited
_____Not at all

3. The information meetings about Concept I have been sufficient for me to gain a good understanding of the approaches used in Concept I.
_____Greatly Comments:
_____Somewhat
_____Limited
_____Not at all

4. In my opinion, my son/daughter has been involved in the planning of his/her educational program.
_____Greatly Comments:
_____Somewhat
_____Limited
_____Not at all

5. My son/daughter has been challenged by the variety of alternatives within the Concept I program.
_____Greatly Comments:
_____Somewhat
_____Limited
_____Not at all

6. My son/daughter has sharpened his/her writing and speaking skills this year.
_____Greatly Comments:
_____Somewhat
_____Limited
_____Not at all

7. My son/daughter has been involved in educational activities outside the school as a part of his/her Concept I experience.
_____Greatly Comments:
_____Somewhat
_____Limited
_____Not at all

8. The advisor for my son/daughter understands his/her and has been helpful in planning educational activities of his/her choice.
   _____Greatly Comments:
   _____Somewhat
   _____Limited
   _____Not at all

9. Because of the Concept I experience, my son/daughter has improved in his/her understanding of people.
   a. Of those different from him/her
      _____Greatly Comments:
      _____Somewhat
      _____Limited
      _____Not at all
   b. Of those similar to him/her
      _____Greatly Comments:
      _____Somewhat
      _____Limited
      _____Not at all
   c. Of those older than he/she
      _____Greatly Comments:
      _____Somewhat
      _____Limited
      _____Not at all
   d. Of those younger than he/she
      _____Greatly Comments:
      _____Somewhat
      _____Limited
      _____Not at all

10. The overall Concept I experience for my son/daughter has been educationally beneficial.
    _____Greatly Comments:
    _____Somewhat
    _____Limited
    _____Not at all

Please include other comments which you may wish to add about the strengths and weaknesses of the Concept I program.

APPENDIX IV

INTERVIEW SCHEDULE FOR CONCEPT I TEACHERS

June 12, 1973

To: Concept I Teachers

From: Jim Mahan

Re: Interview schedule for Concept I teachers

The following is a schedule of topics which I will include in the interview which I hope to have with you this week.

1. Describe your role as advisor within Concept I - discuss strengths and weaknesses as you perceive them.
2. Describe your role as an instructor within Concept I - discuss strengths and weaknesses as you perceive them.
3. Are students directly involved in planning and executing their educational programs? In what ways could this objective be enhanced?
4. Are students able to be independent learners and critical thinkers? (Do they have the appropriate skills?) In what ways could these objectives be enhanced?
5. Are students gaining and extending their skills of communication, computation, and group process? In what ways could these objectives be enhanced?
6. Has there been the development of interdisciplinary approaches to subject area? In what ways could this objective be extended?
7. Have students gained methods and attitudes of self-evaluation? In what ways can this objective be extended?
8. Have students and teachers used resources external to the school for the development of educational programs? In what way and how could this objective be extended?
9. Respond to the following objective and indicate your reactions to the degree of trust and personalization which is contained within Concept I:

   The relationship between student and teacher must be one of mutual respect and trust. It is only through the free interchange of ideas between people interested in learning that real learning can take place. Our program must provide an environment of openness and freedom that will allow students to truly enjoy the pursuit of learning and to develop their own unique personalities.

Appendix K

CONCEPT I FACULTY MEETING

OCTOBER 26, 1973

PROPOSAL FOR REVISION OF CONCEPT I

It would be safe to say that a majority of students, faculty and administrators sense a feeling of confusion concerning the program's direction, a concern over its funciton as a viable educational alternative, and a need to breathe some life into a stagnant program. As a member of the Concept I staff from its conception I claim to know no panacea. I do however have some recommendations based on my knowledge of the original proposal of Concept I, its development to date, and the direction we should take it.

The following is a listing of beliefs, perceived behaviors and gut feelings. In presenting this document I felt it necessary that the reader be exposed to my frame of reference knowing that

the Concept I program cannot be all things to all students

the Concept I program has no academic objectives

the Concept I program does not offer an alternative to Concept II

the Concept I program is increasingly viewed in a negative light due to the frequent abuse of the student option to do "nothing"

relatively few students comprehend and utilize the freedom afforded by the program

a general attitude of anti-rigor, non-pressure apathy pervades the program

academic boarderline students are lost to indifference because of program atmosphere (academic and physical)

the Concept I area has become a lounge/play area for the entire high school thus severely changing a learning environment

the teachers' and students' lack of physical discipline has inhibited the use of the area for reading and discussion

the Concept I program has become an academic catch-all for the problems of Concepts II and IV.

Attempting to keep the above in mind the following recommendations are an effort to satiate the student need to be directed and to curb the abuse of freedom by student and faculty.

1.0 the option to do "nothing" is eliminated

1.1 in place of this option is an interdisciplinary program developed by the members of a team of teachers who provide activities for the students who cannot develop an independent program of study

1.2 the program will satisfy the credit requirements through four years of participation

1.3 the student may petition out of this type of study at any time given he has designed an alternative study and has demonstrated a capacity to accept responsibility.

1.4 that facilitator accepting the petition and sanctioning the alternative study would be responsible for monitoring his progress and evaluating or describing the finished product.

1.5 the team program would stress skill development and ultimately independent study

2.0 Concept I academic objectives must be stated to give the program and individual teachers direction.

2.1 Individual teachers goals should be derived from the program goals.

David Gidich

Appendix L

BEST COPY AVAILABLE

October 30, 1973

CONCEPT ONE

There have been concerns about Concept I by students and staff. It was decided that a series of meetings would serve the purpose of discussion better than one meeting with many topics. The topics and meeting dates that have been suggested are as follows:

Meeting One--What academic skills should a student graduating from Concept I have?

Meeting Two - - What is the best way to make sure that these skills have been achieved? (Thursday, Nov. 1, @2:15)

Meeting Three * * What are the responsibilities of the advisor? What should we be able to expect from an advisor? (Tuesday Nov. 6 @2:15)

Meeting Four - - What are the responsibilities of the student? What should we be able to expect from a student? (Thursday Nov. 8 @ 2:15)

Meeting Five - - Open for topic. Tuesday, November 13, 1973, @ 2:15.

Appendix N

BEST COPY AVAILABLE

NEWSLETTER - CONCEPT I
October 1973

One of the recommendations made by the 1972-73 evaluation of Concept I was to improve communications between Concept I and the parents. The purpose of the NEWSLETTER is to give the parents an overview of the program in action. This publication is to appear once a month and we will try hard to meet that goal.

On a trial basis we are going to send the parents specific statements about their child, at the regular grade card time. These statements will be brief but should give the parent an idea of the projects in which their child is involved. It is hoped that these written statements and the NEWSLETTER will in part create a closer communication between the program and the parent.

The major focus of the program this year is to continue to improve the advisor-advisee relationship. We feel that this is the very heart of the kind of program we are operating. It is also compatible with the system-wide emphasis of staff development. Each student must select an advisor. This teacher becomes responsible for keeping track of the students' progress in the program. The relationship is one of guidance, friendship, challenge, and interest. The advisor operates with three major concerns in mind: a) the interest of the student, b) the academic weakness of the student, and c) the post high school goals of the student. These considerations become the basis for the individual programs. We try to capitalize on the interest to satisfy the other objectives. This is not always possible. We then advise the student to do work in areas of weakness. Since high school is not usually the final schooling of most of Beachwood students, we try to have our students include projects or academic area studies that will meet their post high school plans. The advisors meet frequently with their students to keep track of their programs and progress.

While the advisor is significant to the student, they are not the only ones to whom the student may turn. The students are free to talk to and use any of the other staff members they need, including the Instructional Leader. The advisor may not be in the area of the student's major academic concern.

One of the major aspects of the program is to encourage the student to use resources outside of school for their learning programs. This takes three forms: field trips, field work, and projects. There were several field trips taken in September.

Trips included, the Cleveland Zoo, Museum of Natural History, the Art Museum, the Western Reserve Historical Society, radio station WIXY, the Dali Museum and the Garfield Memorial. These trips served many educational purposes: as inspiration to several creative writing groups; an effort to make contacts for field work; as part of several historical studies; and as learning experiences for both student and teacher. There were many other trips taken.

The field work is taking considerable time on the part of students and staff to establish. A report will be included in the November NEWSLETTER concerning it's development.

Perhaps the most exciting and rewarding parts of the Concept I program are the students' projects. These cut across academic discipline lines to permit the student to gain a practical usage of the knowledge gained. Some of the early projects include: an in-depth study of Put-in-Bay, including the political, educational, and social life of an island caught between the cultures of the United States and Canada; an ambitious study of human development beginning with infancy and following the physical and psychological development through the old age; a cancer research project studying cancer development in plants; a study of behavioral psychology through the building and use of a "Skinner Box"; an investigation of medical law; a study of the Renaissance for the dual purpose of the period study, and to gain skills necessary to writing a term paper. There are many other projects under way and in the process of formulation. Many interesting math and science courses are being taken. There will be a continuing up dating of this list in future NEWSLETTER's.

Since regular scheduled classes create some problem for Concept I activities, there are many students interested in taking Independent Physical Education. The students are to present a proposal to a review committee, prior to the inception of the project. A complete descriptive statement is available to the students and parents interested.

We feel the program has made an excellent beginning this year and we are monitoring it's growth carefully to insure continued positive development. If you have any questions about the program or the nature or content of the NEWSLETTER please contact the Instructional Leader, Mr. Les Robinson, on extension 247.

According to Sub. HB 168, passed recently by the Ohio State Legislature, schools must have on file signed and witnessed Medical Authorization Forms. We are including two of these forms so that the school may have one and we may keep one to accompany the students of field trips.

PLEASE RETURN THESE FORMS SIGNED AND WITNESSED.

APPENDIX N

II. SALARY SCHEDULE

Effective date: September 1, 1973

Year	BA	BA+15	BA+30	MA	MA+60 (Ph.D.)
1	7,925	8,225	8,525	8,825	10,025
2	8,320	8,620	8,920	9,265	10,465
3	8,715	9,015	9,315	9,705	10,905
4	9,110	9,410	9,710	10,145	11,345
5	9,505	9,805	10,105	10,585	11,785
6	9,900	10,200	10,500	11,025	12,225
7	10,295	10,595	10,895	11,465	12,665
8	10,690	10,990	11,290	11,905	13,105
9	11,085	11,385	11,685	12,345	13,545
10	11,480	11,780	12,080	12,785	13,985
11	11,875	12,175	12,475	13,225	14,425
12	12,270	12,570	12,870	13,665	14,865
13	12,665	12,965	13,265	14,105	15,305
14		13,360	13,660	14,545	15,745
15			14,055	14,985	16,185

Twenty dollars ($20.00) for each semester hour of approved credit earned after the awarding of the bachelor's degree or the master's degree shall be added to the B.A. or M.A. schedule to the limits of 105 hours beyond the B.A. and 60 hours beyond the M.A. Written approval must be requested in advance for all semester hour credits beyond the B.A. and M.A. schedules and the courses must meet the requirements of Section III B 2 of policy statement #4140, to the satisfaction of the Superintendent.

Effective date: January 1, 1974

Year	BA	BA+15	BA+30	MA	MA+60 (Ph.D.)
1	7,950	8,250	8,550	8,850	10,050
2	8,350	8,650	8,950	9,295	10,495
3	8,750	9,050	9,350	9,740	10,940
4	9,150	9,450	9,750	10,185	11,385
5	9,550	9,850	10,150	10,630	11,830
6	9,950	10,250	10,550	11,075	12,275
7	10,350	10,650	10,950	11,520	12,720
8	10,750	11,050	11,350	11,965	13,165
9	11,150	11,450	11,750	12,410	13,610
10	11,550	11,850	12,150	12,855	14,055
11	11,950	12,250	12,550	13,300	14,500
12	12,350	12,650	12,950	13,745	14,945
13	12,750	13,050	13,350	14,190	15,390
14		13,450	13,750	14,635	15,835
15			14,150	15,080	16,280

Twenty dollars ($20.00) for each semester hour of approved credit earned after the awarding of the bachelor's degree or the master's degree shall be added to the B.A. or M.A. schedule to the limits of 105 hours beyond the B.A. and 60 hours beyond the M.A. Written approval must be requested in advance for all semester hour credits beyond the B.A. and M.A. schedules and the courses must meet the requirements of Section III B 2 of policy statement #4140, to the satisfaction of the Superintendent.

BEST COPY AVAILABLE

Effective date: September 1, 1974

Year	BA	BA+15	BA+30	MA	MA+60 (Ph.D.)
1	8,250	8,550	8,850	9,150	10,350
2	8,665	8,965	9,265	9,610	10,810
3	9,080	9,380	9,680	10,070	11,270
4	9,495	9,795	10,095	10,530	11,730
5	9,910	10,210	10,510	10,990	12,190
6	10,325	10,625	10,925	11,450	12,650
7	10,740	11,040	11,340	11,910	13,110
8	11,155	11,4[illegible]	11,755	12,370	13,570
9	11,570	11,870	12,170	12,830	14,030
10	11,985	12,285	12,585	13,290	14,490
11	12,400	12,700	13,000	13,750	14,950
12	12,815	13,115	13,415	14,210	15,410
13	13,230	13,530	13,830	14,670	15,870
14		13,945	14,245	15,130	16,330
15			14,660	15,590	16,790

Twenty dollars ($20.00) for each semester hour of approved credit earned after the awarding of the bachelor's degree or the master's degree shall be added to the B.A. or M.A. schedule to the limits of 105 hours beyond the B.A. and 60 hours beyond the M.A. Written approval must be requested in advance for all semester hour credits beyond the B.A. and M.A. schedules and the courses must meet the requirements of Section III B 2 of policy statement #4140, to the satisfaction of the Superintendent.

Effective date: January 1, 1975

Year	BA	BA+15	BA+30	MA	MA+60 (Ph.D.)
1	8,300	8,600	8,900	9,200	10,400
2	8,720	9,020	9,320	9,660	10,860
3	9,140	9,440	9,740	10,120	11,320
4	9,560	9,860	10,160	10,580	11,780
5	9,980	10,280	10,580	11,040	12,240
6	10,400	10,700	11,000	11,500	12,700
7	10,820	11,120	11,420	11,960	13,160
8	11,240	11,540	11,840	12,420	13,620
9	11,660	11,960	12,260	12,880	14,080
10	12,080	12,380	12,680	13,340	14,540
11	12,500	12,800	13,100	13,800	15,000
12	12,920	13,220	13,520	14,260	15,460
13	13,340	13,640	13,940	14,720	15,920
14		14,060	14,360	15,180	16,380
15			14,780	15,640	16,840

Twenty dollars ($20.00) for each semester hour of approved credit earned after the awarding of the bachelor's degree or the master's degree shall be added to the B.A. or M.A. schedule to the limits of 105 hours beyond the B.A. and 60 hours beyond the M.A. Written approval must be requested in advance for all semester hour credits beyond the B.A. and M.A. schedules and the courses must meet the requirements of Section III B 2 of policy statement #4140, to the satisfaction of the Superintendent.

APPENDIX O

ADMINISTRATIVE STAFF

JOB DESCRIPTION

INSTRUCTIONAL LEADER OF CONCEPT I - MR. LES ROBINSON

The basic function of the Instructional Leader is to create an atmosphere in which teachers and students can work together to further the education of the student.

This year 1973-74 the Math Department is also the responsibility of the Concept I Instructional Leader. Responsibilities that are common to both are: - To act as a liason between the staff and the Principal.

To encourage the students and the teachers to meet as co-learners.

To complete the "Continuing Assessment of Teaching Performance" so as to insure the success and growth of the teacher for the betterment of the educational program of the student.

To Coordinate curriculum and curriculum planning within the programs.

To attend the various administrative meetings and complete tasks assigned by the administrative committee and Principal.

To keep knowledgeable about alternative educational practices in other schools through reading and visitations and to encourage the staff to do likewise.

To encourage teachers to attend conferences, workshops and college courses both as participants and observers.

To implement the policies and procedures set forth in the Policy Manual and in the Teachers' Handbook.

To direct the establishment, the spending and the record keeping of the budget.

Responsibilities that are particular to Concept I are:

To assume an advisor relationship with some of the students, if possible.

To encourage the growth of the advisor-student relationship.

To encourage teachers and students to be involved in educational activities outside of the school walls.

JOB DESCRIPTION - Mr. Les Robinson - cont'd.

To encourage communication between the Concept I staff and the parents of the students.

To create a program for acclimating the incoming student teachers to Concept I so their experience may be beneficial to themselves and to the Concept I program.

To aid in the facilitating of transportation.

To aid in the evaluation of the program in preparation for state evaluation.

To ensure that visitors are presented factual and complete information concerning the program.

To be responsible for the maintenance of Concept I teacher and student records.

To be responsible for maintaining a positive public opinion of Concept I through communication and program performance.

To preserve and maintain Concept I as a viable and continuing educational program.

Responsibilities that are involved with the Math Department are:

To be responsible for the maintenance of the Math Department records.

To encourage communication between the Math Department staff and the parents of the students.

To encourage increased communication between the staff and the students.

ADMINISTRATIVE STAFF

JOB DESCRIPTION

INSTRUCTIONAL LEADER OF CONCEPT ONE - Mr. Ron Naso

1. Evaluation and direction of staff and student teachers.
2. Coordination of curriculum and curriculum planning within the program.
3. Advisor relationship with some students.
4. Teach minimum of one class per semester.
5. Transportation facilitator.
6. Control of physical plant and materials -- custodial staff.
7. Public relations and parent relations.
8. In-service planning.
9. Meeting with student and staff committees.
10. Maintenance of Concept I records.
11. College counseling of Concept I seniors.
12. Oversee counseling program in Concept I.
13. Preparation of explanatory material and visitor program.
14. Communication with colleges.

MUSIC PROGRAM

1. Coordination of curriculum within the program.
2. Development of strategy for scheduling within the program.
3. Evaluation of staff.
4. Development of expanding curriculum.
5. Back-up planning for year end trips.
6. Custodial concerns.
7. Budget preparations.

INSTRUCTIONAL LEADER OF CONCEPT ONE - Mr. Ron Naso

STUDENT ACTIVITIES

1. Coordination of all student activities within the building.
2. Coordination, evaluation, and appointment of activity advisors.
3. Scheduling of school activities with Inter-Club Council.
4. Preparation of student handbook.
5. Oversee financial operation of activities.
6. Security control.

SCHEDULING

1. Preparation of master schedule for the building.
2. Coordination of registration.
3. Preparation of computer data for scheduling.
4. Scheduling of teachers.

ADMINISTRATIVE STAFF

1. Meeting with the administrative staff on a weekly basis.
2. Assumption of tasks assigned by the administrative committee during the course of the year.
3. Control of Concept I office and staff.

ALTERNATIVE PROGRAMS IN GREATER CLEVELAND PUBLIC HIGH SCHOOLS:

A DESCRIPTIVE STUDY

SECTION III

BEREA CITY SCHOOLS: THE ROARING 100'S PROGRAM

by

William Stern

Presented to

THE MARTHA HOLDEN JENNINGS FOUNDATION

Project Director

Sally H. Wertheim, Ph. D.

Project Consultant

William P. Hoffman, Ed. D.

March 1974

TABLE OF CONTENTS

Page

LIST OF TABLES iv

LIST OF APPENDICES v

CHAPTER

1. INTRODUCTION AND BACKGROUND 1
   - Background 3
   - History 4
   - Philosophy 8
2. DATA 11
   - Physical Facilities 11
   - Enrollment Data 11
   - Other Statistics 12
   - Financial Data 13
3. PROGRAM 14
   - Curriculum and Methods 1969-1972 14
   - Curriculum and Methodology - 1973 15
4. STUDENT AND TEACHER INTERVIEWS 25
   - Student Interviews 25
   - Teacher Interviews 32
5. SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT 36
   - Problems Noted Within the Program 36
   - School's Evaluation 37

Page
Impact 38
Future Plans 40
APPENDICES 45

LIST OF TABLES

Table Page

I. Student Questionnaire Summarized 28

LIST OF APPENDICES

Appendix Page

A. Student Questionnaire 45

B. Proposal - Action Towards Motivation 47

C. Proposal For New Structure in R 100's Program . . . 49

D. Remarks by guidance counselor 51

E. Kaleidoscope 54

F. Floor Plan Midpark High School 55

CHAPTER 1

INTRODUCTION

The Roaring 100's of Midpark High School were a discrete and clearly defined group of students whose needs, it was believed, could best be served through an alternative to the traditional curriculum. A group of courses were, consequently, developed into which these students were strongly encouraged, though not coerced, to enroll. The optional nature of the program as well as its unique format fulfilled the criterion of an alternative program as defined by this study. The fact that the Roaring 100's, at the time this research was undertaken, had already existed for two years as a separate entity and had subsequently been structured into the mainstream of Midpark's curriculum further attracted the attention of the project director. It was hoped that a scrutinization of the events which transpired during the period ranging from its conception to its current status would yield valuable information regarding the processes involved in developing an alternative and the problems enumerated in implementing the program.

Information regarding the original 100's program was gathered primarily through interviews. The initial contact with the faculty at Midpark was with Mr. Robert Bell, one of the school's three assistant principals and a primary figure in the origination of the 100's concept. Through a series of meetings Mr. Bell provided a history of the program and the rationale for adopting it as part of the Midpark curriculum. He then arranged further interviews with teachers who had worked with the

100's students and with instructors who are currently teaching courses which have adopted some of the ideas which evolved in the 100's setting. While Mr. Bell presented a detailed explanation of the Roaring 100's from an administrative viewpoint, the teachers conveyed an impression of their individual classes, the activities in which their students were involved and their reactions to the adoption of such a program at Midpark. A third point of view was contributed by a guidance counselor who had assumed an integral role in working with the 100's students as well as their teachers.

In addition to the interviews, classes in English, social studies, math and science, which include students who would formerly have been enrolled in 100's classes, were visited. This provided an opportunity to observe, firsthand, the techniques used in dealing with these students, the teachers' classroom behavior, and the behavior of the students themselves. Toward the end of the research phase, permission was received from three English teachers to use their classroom periods for the purpose of talking with the students and administering a 22 item questionnaire (See Appendix A). Of the sixty students enrolled in these three classes, thirty-four completed the questionnaire, four refused to participate, and the remainder were absent from the class. Finally, several documents were obtained, including proposals for the initiation and the restructuring of the program, a brief evaluation of the program's first year, and some general statistical information. The compilation of this data has resulted in the following description of the Roaring 100's, an attempt to meet the individual needs of a special group of students at Midpark High School.

Background

Midpark is a comprehensive high school which attempts to satisfy the educational needs and desires of a diverse student body. In its efforts to attend to the individual goals of each of its students, it has developed a curriculum which ensures that the graduating student will have fulfilled the State's requirements for a high school diploma, while concurrently providing a variety of electives. These electives fall within the traditional areas of English, math, science, and social studies, but include opportunities in the field of business, vocational education, art and music as well.

An interested student, therefore, might receive English credit for electives such as radio and television, literature of black America or a study of children's literature. Beyond the required high school social studies courses of history and government, a sampling of subjects provided by Midpark's social studies department includes anthropology, human relations, and government - International Affairs. The math and science departments also provide for students with special interests and abilities. Arrangements have been made for exceptional scholars to study calculus at neighboring colleges during their senior year. Those interested in a career in nursing or lab technology might enroll in courses specially designed to meet these ends. As it is not the intention of this study to provide an overview of the curriculum at Midpark High School, the extensive offerings in the areas of business, vocational education, art and music will not be listed. The courses previously enumerated were cited in order to convey an idea of the scope of educational opportunities provided by this particular

BEST COPY AVAILABLE

high school in its traditional program.

A broad curriculum is not Midpark's only means of meeting its students' needs, however. In addition to its usual course offerings, it has adopted a flexible approach regarding the methodology employed by its teachers. Some students are, therefore, engaged in independent study programs, in some instances allowing them to participate in educational experiences outside of the physical boundaries of the school. Others enter into contracts which specify the students' as well as the teachers' responsibilities in a given course. For students who require or prefer a more structured atmosphere, there are courses taught in the traditional mode. And, finally, for those students who have failed to acquire the skills generally mastered by the tenth grade, a series of remedial courses have been designed. It is with this latter group of students that this study is concerned. Originally termed the Roaring 100's, the program implemented to serve these scholastically, and in many cases socially, unprepared students adopted a number of administrative policies and teaching methods which are now being used or considered for use in other programs being initiated at Midpark. Although theprogram no longer exists as originally formulated, both the administration and the teaching staff maintain that they had profited from their experience in the program.

History

The 1969-1970 School Year

During the course of the 1969-1970 school year, the administration at Midpark High School began to pay attention to the fact that a sizable group of its students were not earning sufficient credits toward graduation. Specifically, 100 students had been delineated who had been advanced from Ford and Middleburg Heights Junior High Schools (which include the 7th, 8th, and 9th grades) and, having reached 16 or 17 years of age, had not attained 10th grade status. An additional 52 students were also identified who, over a period of one or two years at Midpark, had failed to accumulate enough credits to merit the academic status commensurate with the number of years they had been enrolled in high school.[1]

While this category of students had previously been scheduled into a series of courses, referred to as basic courses and designed to provide instruction for the slow learner or dull normal student, further scrutinization of their records disclosed that many of them possessed average or above average intelligence. It was believed, therefore, that factors other than low intelligence had contributed to their lack of academic success, and several characteristics were identified which many of these students held in common. Their attendance records were poor, as they were often truant from school; they were remiss in attending their assigned classes; and, regardless of the courses scheduled, they failed to meet the requirements for a passing grade. Their behavior in the classroom was frequently disruptive, and their presence was regarded by teachers as adversely affecting the learning environment. Despite their achievement of average scores on tests measuring intelligence, many of these students had failed to develop 10th grade reading skills. The majority, it was reported, read at or below an eighth grade level.

Having defined a category of students whose specific educational needs were not being met by existing programs, the problem confronting the administration was to devise an alternative curriculum which would appeal to students who were ill-prepared to receive instruction at the high school level, but who fell within the range of average intelligence. In accordance with his role as a curriculum leader at Midpark, Assistant Principal Robert Bell was assigned the responsibility for devising a course of study directed toward this end. In conjunction with Barbara Kempf, a guidance counselor, Mr. Bell worked out the details of the program which was scheduled into the 1970-71 curriculum by Assistant Principal Don Chalker.

The 1970-71 School Year

By the beginning of the 1970-71 school year, the 150 students originally identified as candidates for these special classes had, as a result of transfers and dropouts, been reduced to approximately 100 students, thus the name, the Roaring 100's. The program in which they were enrolled was structured as follows. The students participated in a specially designed series of courses which included English, social studies, math, and biology. Each student was assigned to a group of 20-25 students, and each group was assigned to a group of teachers consisting of one instructor from each discipline. Each group of students moved from class to class as a unit, remaining together for the duration of their school day, and moreover, the entire school year.

The teachers who participated in this program were assigned to only four classes as opposed to five classes for which the remainder of

Midpark's faculty is responsible. The resulting free hours were to be used for the additional planning required by the nature of the 100's course. Each group of teachers, furthermore, met monthly with a designated guidance counselor to discuss special problems, individual students, or techniques which had proved to be especially successful. It should be noted that the adoption of the 100's curriculum did not eliminate the basic courses previously mentioned. These classes were still available at each grade level to serve the student identified as a slow learner.

In its second year of existence, from 1971-1972, the format for the Roaring 100's remained essentially the same as formerly described, with the exception of the following two revisions.

1. Students were further divided into two groups within the program, isolating those students who displayed serious maladjustment in social situations. These students were labeled the 40's group.[2]

2. Students were permitted to select courses other than those designated as part of the 100's curriculum, provided that they were able to perform adequately in all of their classes.[3]

The 1972-73 School Year

With the beginning of the 1972-73 school year, the Roaring 100's was dropped from Midpark's curriculum. Students who would formerly have been categorized as 100's students were channeled into basic courses, the exclusive grouping of students was discontinued, and teachers were no longer organized across the various disciplines. The 100's concept did not entirely disappear, however. A new social studies course for "basic students," titled Man in Society, evolved as a result of the 100's social studies classes, while the techniques generated through involvement with 100's students are currently being applied in many of the basic courses.

Philosophy

Within the framework described, the instructors assigned to the 100's program set out to accomplish a group of objectives derived through a consideration of the nature of the students for whom their courses were designed. One characteristic common to each of these students which was detrimental to their scholastic performance and of major concern to school personnel was the frequency of unexcused absences. Improved attendance was therefore recognized as one of the chief objectives of the 100's program. Grouping students and teachers as previously described yielded two specific means for attacking the attendance problem. From an administrative standpoint, the localization of these students simplified attendance taking procedures and facilitated contact with the students, for when they were at school, they were easily located. From a methodological viewpoint, moreover, courses could be planned to appeal to these particular students. Special incentives, furthermore, could be offered in order to increase the likelihood of attendance. The specific techniques employed by various teachers within the program will be enumerated under a discussion of curriculum and method in Chapter 3.

A second trait believed to have been shared by a majority of the 100's students was a poor self-concept as well as asocial attitudes. By grouping these students and identifying them as the Roaring 100's, it was hoped that a sense of belonging and personal worth might be instilled in some of these students and that eventually they might adopt a more positive attitude toward school and society. Ultimately, the program was designed in such a way that the value of education might be demonstrated and that students who had never experienced academic success would be positively rewarded for their efforts and thereby be encouraged to pursue a high school diploma. Grouping the students, therefore, was a means of facilitating administrative functions as well as an attempt to meet their specific affective and academic needs.

Organizing the faculty across the disciplines involved was a second means of assuring that the individual needs of these students would be recognized. Both academic and personal problems encountered by individuals or groups of individuals were more easily handled as counselors often were able to work with students in an ongoing class. Furthermore, as the teachers could afford to be flexible in their planning, it was not disruptive if one student or one group of students was dismissed from class for counseling purposes. This gave the program more flexibility than a traditional program. Monthly teachers' meetings directed by a guidance counselor provided teachers who were responsible for the same group of students an opportunity to interrelate and discuss various techniques and methods of motivation which they had found particularly successful, or vice versa. These meetings also allowed teachers to discuss and develop an understanding of individual students. Through an awareness of the student's background, his special skills and specific problems, it was believed that a more personalized form of instruction could be afforded to each student.

Again, because of their deficits in skills (i. e., reading, writing and arithmetic) and their asocial attitudes, the establishment of teacher-student rapport and individualized instruction was deemed necessary if these students were to experience academic success. The small, cohesive classes of the 100's program taught by an informed and integrated group of teachers was an attempt to realize these special needs.

---

[1] Robert Bell, "Action Towards Motivation" (Berea, Ohio: Midpark High School, 1970), Mimeographed.

[2] Robert Bell, "Proposal for New Structure in the Roaring 100's Program" (Berea, Ohio: Midpark High School, 1971), Mimeographed.

[3] Ibid.

CHAPTER 2

DATA

Physical Facilities

The Roaring 100's students of Midpark High School, although an exclusive group, attended courses alongside their classmates who were enrolled in traditional courses. Midpark High School, a one level building located in Berea, Ohio, is divided into several corridors (a floor plan of the school is included in Appendix F), each providing classroom facilities for a designated department. Hundred's English classes were conducted, therefore, in the corridor assigned to the English Department. Classes in social studies, math and biology also convened in their respective corridors. The 100's students were not physically segregated from their peers.

Enrollment Data

As stated in the introduction, the 100's program enrolled approximately 100 students who were beginning their sophomore year in high school or who had failed, after one or two years, to advance beyond sophomore status. The age of these students ranged from 15 to 18 years; the modal age was 16 years old. Because the records of these students have been filed with the records of the entire student body, it was not possible to ferret out specific information regarding truancy, withdrawals from the program, and male versus female enrollment. Interviews with teachers currently instructing basic classes, however, yielded some indication of the attendance habits of these students. The enrollment of the basic classes visited ranged from 17 to 26 students. The smallest number of students present in any given class was 4. The most students present in the classes visited was 15. The teachers admitted that convincing these students to attend class was still a major concern as the class size was typically one-half to two-thirds the number of students enrolled. It was also noted, however, that in each class there was one group of students whose attendance was fairly regular.

Other Statistics

The teaching staff of the original 100's program was composed of six instructors. Mr. Pilarski was responsible for four social studies sections; Mrs. Wiley and Mrs. Brown divided the responsibility for four English classes, and Mrs. Pokrywka and Mr. Van Tilberg taught the 100's biology program. The 100's math instructor is no longer at Midpark and, consequently, was not interviewed. The teachers listed above are all certified to teach by the State of Ohio, and three have attained Masters Degrees in their chosen fields.

With regard to the criterion used for assigning 100's courses, Mr. Bell stated that teachers were sought whose backgrounds included involvement in social and community activities. Mr. Bell was looking for people oriented people.[1] A second factor in selecting these teachers was the impression they made on students. In order to obtain this information, Mr. Bell enlisted the aid of Mrs. Kempf, a guidance counselor who, through her dealings with students, was aware of which teachers were popular with which students.[2]

During the 100's second year of existence several additional teachers were assigned to 100's courses in order to relieve the burden upon those who had worked exclusively with 100's students the previous year. Second year 100's teachers had responsibility for traditional classes as well as 100's courses.

Financial Data

While statistical information regarding enrollment and truancy were difficult to gather, the cost incurred by addition of this program was even more difficult to ascertain. It was explained that no additional teachers were hired to meet the needs for staffing this program. Yet all of the teachers interviewed concurred that the small size of the classes and the fact that they were given a free period for purposes of planning had to be accounted for somewhere in the budget.

The initial funds for implementing the program were provided by the Secondary Advisory Council (SAC), a committee appointed by the Berea Board of Education to allocate small sums of money to teachers or administrators with innovative ideas for enhancing the quality of education provided by Berea's school system. A proposal submitted to the Council by Mr. Bell (see Appendix B) described the 100's program, identified the students involved, and stated the program's objectives. A request was made for funds to cover the cost of new materials and the writing of the program. The SAC alloted five hundred dollars for this purpose. Additional materials for the course were provided by Baldwin Wallace College, Case Western Reserve University and the teachers themselves.

---

[1] Robert Bell, personal interview, October 15, 1973.

[2] Barbara Kempf, personal interview, Nov. 15, 1973.

CHAPTER 3

PROGRAM

Curriculum and Methods 1969-1972

The curriculum proposed for the 100's students beginning the 1970-71 school year was comprised of a special social studies course, oral and written English, a science course and a course in mathematics. In addition, the students were required to participate in physical education classes and were permitted to take driver education if they were of age. In order to make it easier for these students to arrive at class on time, no courses were scheduled before 10:00 o'clock a.m. The students were expected to attend only the courses they had scheduled. Study halls were not required.

During its second year, some minor revisions were made in the curriculum offered to the 100's students. Realizing that Midpark offered a number of courses that might be both interesting and beneficial to them, the students were permitted to enroll in classes not specifically designated as 100's courses. This enrollment was provisional, however, and contingent upon their ability to maintain an adequate performace in all of their classes.

It was also expected that the teachers assigned to 100's classes would integrate the content of the various courses. Thus, for instance, if a social studies class was focusing on citizenship, the math class might provide training in the computation of income tax. English, reading, writing and speech should also be directed toward the topic of citizenship, while a science class might concentrate on means of preserving the environment. With regard to scheduling, efforts were made to adapt school hours to the individual student's needs. If, for example, a student worked during the afternoon, his classes were scheduled in the morning.

Curriculum and Methodology - 1973

Following its second year of existence, the Roaring 100's was no longer included as a part of Midpark's curriculum. The reasons for discontinuing the format will be delineated in a discussion of the problems noted within the program (Chapter 5). Presently, however, students who formerly would have been in the 100's category are directed into basic courses. These courses are listed in the Schedule Planner, a catalogue of courses offered at Midpark, as English 2, 3 and 4 - Basic, inductive mathematics, biology, or alternatively, science problems. In the field of social studies these students are advised to enroll in a course titled Man and Society. As was the case in the second year of the 100's program, these students are not barred from other electives, provided that they are able to perform the work required. Scheduling of classes is not as convenient as it was under the 100's format, however. Some classes begin as early as 7:45 a.m. Students are expected to remain in school during periods (called modules) during which no classes are scheduled. In these instances they may elect, similar to any other student, to spend their time in a study hall or in the cafeteria where they may socialize. The student, furthermore, does not necessarily remain with an exclusive group throughout the day, and teachers are not organized as they were during the

100's program. Intradepartmental meetings are, therefore, no longer held, and the various areas of study are no longer integrated.

The main similarities between the current remedial classes and 100's classes are the content of the course and the teachers' attitudes toward dealing with these students. Because it was the content and methodology of the 100's courses that made the program unique, considerable space will now be allotted to the description of the various courses as described by the teachers involved.

It has been stated several times that one of the objectives of the 100's program was to enhance the student's attitude toward himself, society, and finally, toward school. Striving to attain this end, a special course was established under the auspices of the Social Studies Department. The course was titled Social Awareness, and its objectives as related by Mr. Pilarski were threefold and included:

1. Adjustment by the student to the school environment.
2. Clarification of the student's values.
3. Modification of the student's behavior.[1]

In order to accomplish the first objective, adjustment by the student to the school environment, Mr. Pilarski spent considerable time attempting to establish a close rapport with his students who, he believed, were suspicious of teachers and their motives. He therefore involved the students in discussions concerning controversial issues or films shown in class and encouraged them to express their views. While he made it clear that he accepted the students' opinions as valid, Mr. Pilarski also interjected his own ideas and attempted to emphasize common viewpoints as well as differences of opinion. Rapport was also established through involvement with personal problems that these students brought forward which, since many of them were on probation, involved legal difficulties. He also found afternoon employment for some of the older students whose classes were scheduled in the morning.[2]

Maintaining rapport with the students was a continuing effort and was approached in conjunction with the second objective mentioned, clarification of the student's values. Values clarification was approached through what was described as exercises in group dynamics. The class was divided into groups comprising four or five students with common interests, similar backgrounds, or previously established friendships. In order to reduce the class to a workable size on the days designated for these exercises, several of the groups were dismissed and given a free period while one or two groups remained in the classroom. This procedure was made possible by the flexible attitude of the administration, which gave the teachers a relatively free reign in planning lessons and organizing classroom time.

During these periods students were encouraged to express their feelings about one another and share common problems that may have been a result of legal difficulties, inability to relate to teachers or other faculty members, or unsatisfactory relationships with parents and siblings. They were also challenged with absurd ideas and asked to argue on either side of the point in question. Finally, they were asked to consider the consequences of their own behavior in various social situations. Assisting Mr.Pilarski in these exercises was Mrs. Barbara Kempf, a guidance counselor at Midpark. Mrs. Kempf assisted the 100's teachers in dealing with problems of both a personal and an academic nature, and, while her services were not restricted to the social studies class, the framework of the course provided a natural setting for counseling activities.

The final objective cited by Mr. Pilarski was the modification of the students' behavior. It is emphasized that the behaviors referred to as being modified were school related behaviors as opposed to behaviors resulting from psychopathological conditions. Thus, regular classroom attendance, completion of assignments, and orderly classroom participation were the target behaviors to be manipulated.[3]

In order to achieve these goals, two basic techniques were employed. The first of these was to make the students' participation in various school related activities contingent upon the students' behavior. Permission to accompany one's classmates on a particular field trip might, therefore, be made contingent upon his completion of several consecutive assignments. The student's desire to enroll in a course not included in the 100's curriculum might be made contingent upon consistent attendance in one or more of his regularly scheduled classes.

The second method used by Mr. Pilarski to motivate students to attend class and complete assignments was his system of evaluation. If his students attended class and completed their assignments regularly, with no unexcused absences, they were guaranteed to receive credit for the course and were likely to earn an A or a B. Grades, in other words, were awarded on the basis of attendance, completion of assignments, and the student's attitude towards his work. In defense of his apparently lenient grading criteria, Mr. Pilarski argued that these students were notorious for truancy and lack of academic achievement. Coming to class every day with completed assignments, even though they may not meet high school standards, was, in his opinion, a considerable accomplishment and deserved a reward commensurate with the task.[4]

Although the 100's format has been eliminated as a formal component of Midpark's curriculum, it provided the format which gave birth to the basic social studies course titled "Man in Society". This course is slightly more structured than its antecedent in that the subject matter and the assignments are more clearly defined. A comprehensive list of course objectives prepared by Mr. Trump, one of the two instructors teaching "Man in Society", proposes that as a result of participation in this class, a student will:

1. Understand basic concepts involved in the study of man and his society.

2. Develop an insight into his personality and pride in his own worth and uniqueness as an individual.

3. Be able to analyze the formation of his values and clarify them in relation to his peers and society.

4. Understand the organization of American Society.

5. Identify and analyze social dilemmas in America and formulate possible solutions.

6. Accept classmates as individuals and recognize the need for differences among people.

7. Develop the skill of thinking critically.

8. Exhibit a positive attitude toward reading.

9. Exhibit improvement in writing.

10. Develop confidence and a feeling of adequacy in the classroom situation.

11. Display a positive attitude towards the field of social studies.[5]

While he continuously bears these goals in mind, Mr. Trump stated that the goals of which he is most conscious are clarification of the students' values, harmonious interactions among students, and improving the students' attitudes toward school.[6]

Again, these ends were determining factors in the development of content and techniques to be employed in the teaching of the course. A second factor which significantly shaped the nature of the course was the reading level of the students, whose abilities reportedly ranged from first to eighth grade reading skills. No text book was assigned, consequently, and material for the course was presented through films, magazine and newspaper articles, field trips, and group discussions. The subject matter consisted of current events, problems facing our society, personal problems encountered by the students, and topics of general interest to the class. Written work was also assigned, but the emphasis was again upon the completion of the work as opposed to its quality.

In a format such as this, grades again were awarded through subjective evaluations and, as in the 100's social studies class, were used as a means of inducing the students to attend class and improve their work habits. At the outset of the course, they were guaranteed a passing grade if they attended all of the classes except for those cases in which their absences were for legitimate reasons. Completing the work to the best of their ability generally resulted in an A or B in the course. The students' efforts and attitudes in class were also taken into account. The grades most frequently awarded were A and B; few grades of C or lower were recorded.[7]

"Man in Society" and the comparable 100's social studies course shared as their main objectives the shaping of school and society oriented behaviors. While the English department recognized the importance of promoting attendance and assisting students to adjust to school policies and expectancies, the teachers responsible for 100's English courses also included among their objectives the teaching of English.[8] Once again, as these students typically had reading difficulties, this was not an easy task. Efforts were made to develop practical skills such as speaking, applying for jobs, writing letters, or reading road maps.

The teachers spent considerable time trying to invent interesting means of presenting material to the students. As many of the 100's group allegedly had little respect for the schools property and also because reading abilities were dispersed over a wide range, there was no text for the course. Material was presented through records, films, and occasionally field trips. The teachers also read to the students, and in one class mimeographed material was distributed. Students were frequently asked to prepare talks or skits, and games, such as spelldowns or Password, were found to be successful. Written work was completed during class time.

Grades in these classes were again subjectively determined, with the exception of one class in which the students agreed to contracts based upon their abilities. More emphasis, however, was placed upon the quality of the students work, and although the teachers did not expect their students' work to conform to that of an average sophomore, neither were they as generous with grades of A and B as was the social studies department. Rather than relying upon grades as an incentive for coming to class and completing assignments, these teachers strove to stimulate their students by planning practical, meaningful and enjoyable classes. It was admitted, nevertheless, that a grade of C or B might be awarded to a student who displayed interest and participated in class.

When objectives were mentioned to Mr. Van Tilberg, one of the two teachers responsible for developing the 100's program in biology, he immediately replied, "Keep the kids in school".[9] He also stressed the importance of trying to instill within the student a more respectful attitude toward school. As a secondary goal, he included the teaching of biology.[10]

Realizing the nature of the students with whom they were concerned, Mr. Van Tilberg and his associate, Mrs.Pokrywka, abandoned traditional classroom procedures. No lectures or lengthy assignments were given. Text books were not issued, but instead a number of reference books were maintained within the classroom. The basic means of instruction was through the assignment of brief projects or experiments. Many of these lessons were taken from a workbook written by Harry Wong, which was illustrated through contemporary cartoons such as Peanuts or B.C. Emphasis was placed on keeping the students busy with some activity.[11]

One means used to motivate the students was to grade their daily accomplishments. Evaluation of their work was based primarily on the effort which they put forth. Although attempts were made to point out means by which the quality of their work might be improved, grading tended to be lenient. Attendance, again, was rewarded by a passing grade, a point made known to the students at the outset of the course. The students' attitude and attendance, therefore, were the primary factors determining their final grades, which were generally well above average.[12]

The personnel responsible for the 100's math program are no longer teaching at Midpark, and details regarding the nature of the course were, therefore, not available. Midpark does offer a basic math course for students with a poor mathematics background, however. The course is titled Inductive Math, and one of its instructors, Mr. Holt, provided a description of the course.

The objectives discussed by Mr. Holt were comparable to the objectives of the courses previously described. He, too, was concerned with the attendance of his students and with providing them an opportunity to experience success. In addition to these ends, he also hoped to improve their ability to use fundamental arithmetic operations, such as addition, subtraction, multiplication and division, and to provide them with practical skills (i. e. working with calculators, completing income tax forms, or calculating interest on loans or bank accounts).

The evaluation of the students' work was more objective in this particular class than in the classes previously described. Grades were based on the predetermined criteria of 90% or better for an A, 80% and above for a B, an average of 70% during the semester for a grade of C, and 60% was required to pass with a D. The students were assured, however, that perfect attendance and completion of assignments would earn them at least a passing grade.[13]

The four courses, social awareness, English, mathematics, and biology, which constituted the 100's program provided a narrow avenue of study for the students who accepted this alternative. The strength of this program, however, emerged from the probability that the student for the first time in his academic career was destined to meet with success.

---

[1] Larry Pilarski, personal interview, November 27, 1973.

[2] Ibid. [3] Ibid. [4] Ibid.

[5] Robert Trump, personal interview, November 21, 1973.

[6] Ibid. [7] Ibid.

[8] Personal interview with English Department, November 19, 1973.

[9] Norm Van Tilberg, personal interview, January 16, 1974.

[10] Ibid.

[11] Carol Pokrywka, January 16, 1974.

[12] Van Tilberg.

[13] Mr. Holt, personal interview, December 5, 1973.

CHAPTER 4

STUDENT AND TEACHER INTERVIEWS

Student Interviews

In lieu of interviewing the few initial 100's students remaining at Midpark, an effort was made to obtain a more comprehensive indication of the students' attitudes toward the special attention they are receiving through basic classes. The opinions of basic students were ascertained through observations of the classes themselves, group interviews with three tenth grade English classes and a student questionnaire administered to the students of these same three classes. Using all three methods proved to be a valuable approach toward gathering information, for each technique tapped a different aspect of the students' behaviors, which in turn disclosed some interesting considerations regarding their feelings toward basic courses and school in general.

Analyzing, first of all, the questionnaire completed by 34 of approximately 100 tenth grade students enrolled in basic classes disclosed pertinent information regarding the students' awareness of the situation at Midpark, their attitude toward their teachers as well as their classes and, finally, their intentions for continuing their education. Answers to the questions: "Why did you choose basic classes?" and "Name three ways that basic classes are different from ordinary classes," indicated that these students realize that they are receiving special attention. Responding to the question, "Why did you choose basic classes?" twelve students submitted answers implying that they had enrolled in basic classes due to the nature of the program and their need to participate in such a program. A sample of these replies included:

1. Because it's hard for me to understand.[1]
2. Because I did not like school and I was going to quit.[2]
3. Because I could get halfway decent grades.[3]
4. They're not a hard class.[4]
5. Because I found them teaching me more because in basic classes they start teaching you all the basic things you need to know and then build up.[5]

By far the most frequent response to the statement, "Name three ways that basic classes are different than ordinary classes," was that the work is easier than that assigned in the traditional classes. Fifteen of the 34 students independently arrived at this conclusion.[6] The implications of these statements appears to be that the students interviewed generally hold the belief that they are participating in classes for students who are not capable of meeting the expectations of the traditional curriculum.

In addition to regarding these classes as easier, however, the differences cited also reflect a consensus among the students that basic classes provide an opportunity to learn. It was asserted that teachers explain the subject matter more thoroughly, that the classes were interesting, that the students had more opportunity to participate and enter class discussions, and that class time was allotted for the completion of assignments.[7] Two students volunteered the opinion that basic classes were more relaxed and made the student more comfortable because "with other 'basic students' you don't feel dumb."[8] Regarding the attitudes of their teachers

25 students agreed that either some or most of their teachers displayed an interest in them, seven acknowledged that few or none of their teachers were concerned, and two students offered no opinion.[9]

Finally, although 22 students admitted to occasionally cutting their classes, 28 of the 34 students questioned contended that basic classes do make school more desirable, denoting this acceptance of the program.[10]

While the students in the 100's program have been described as unmotivated and "turned off" by school,this attitude was not apparent among the 34 basic students who completed the questionnaire. The courses in which these students were enrolled provided the first indication that many of them are interested in some aspect of education.

English 2 - Basic is the one course common to all of these students, while inductive math, man in society and biology also were attended by a substantial number of these students. Beyond these four courses, however, the students have taken advantage of the diverse offerings that Midpark provides. Home economics, algebra, metals, photography and typing were among the 37 different subjects selected by these students.[11] A comprehensive list is included in the summary of the data obtained from the student questionnaire (Table I). Twenty students asserted that they would be able to develop their interests by attending school and Midpark, and 28 claimed that they expect to complete their high school education.[12] These statistics yield a different impression of these students than the picture portrayed by their teachers, counselors and school administrators. Observing classes in progress, however, and talking with the students in

TABLE I

STUDENT QUESTIONNAIRE SUMMARIZED

An attempt has been made to categorize the replies to questions which do not command a specific response.

1. Males 26 students
   Females 8 students

2. Age: 15 years - 8 students
   16 years - 22 students
   17 years - 2 students
   18 years - 2 students

3. Grade: 10th - 31 students
   11th - 1 student
   12th - 2 students

4. Where you born in Cleveland?
   Yes: 27 students
   No: 7 students

5. Do you live with your parents?
   Yes: 31
   No: 3

6. Do you like your classes well enough to recommend them to your friends?

   Yes: 16
   No: 11
   Some: 5
   Abstained: 2

7. How long have you been in basic classes?

   First year for all but 3 students.

8. How did you choose your classes?

   Guidance Counselor 30 students
   Teachers in program 6 students
   Friends 8 students
   Other (Self) 9 students

9. Why did you choose basic classes?

Recommended by counselor, teachers, etc. - 9 students
Wanted basic classes - 3 students
Due to the nature of the course - 12 students
Not given a choice - 1 student

10. Do the students have a voice in determining what goes on in class?

Yes: 14 students
No: 7 students
Sometimes: 13 students

11. Indicate in which extracurricular activities you participate.

Wrestling - 1 student
Bowling - 1 student
Sports - 1 student
None - 31 students

12. What classes do you have?

English 2 - Basic	34	Art	1
Inductive Math	22	Paint and Drawing	1
Biology	18	Ceramics	1
Man in Society	18	Mechanical Drawing	1
Physical Education	14	Metals	4
Health	3	Elementary Education	1
Typing	4	History	3
Home Economics	5	Human Relations	1
Introduction to Business	1	Woods	3
Children's Literature	1	Photo	5
Shorthand	1	Occupational Work Experience	1
Motion Picture Study	1		
Bookkeeping	1	Reading	1
Government	2	Electronics	1
Power	2	Elementary Algebra	3
Drivers Education	2	Journalism	1
Recreational Boating	2	Astronomy	3
Junior Distributive Ed.	1		
Crafts	1		

13. Do you have a choice of teachers?

Yes 1
No 33

15. Are your teachers interested in you?

Most are: 8 students
Some are: 17 students
Few are: 4 students
None are: 3 students

16. What are you interested in learning in school?

Auto Mechanics - 7 students
A career - 4 students
To graduate - 2 students
Assorted reasons - Remainder of students

17. Will you be able to do this learning in school?

Yes: 20
No: 8
Incomplete: 6

18. Do basic classes make school more desirable for you?

Yes: 28 students
No: 4 students
No Answer: 2 students

19. Do you ever cut?

Never: 4 students
Sometimes: 22 students
Often: 6 students

20. Name three things that are different about basics classes from ordinary classes.

1. Work is easy 15 students

2. Given class time to do work
Not much homework
Less work 4 students

3. Teachers explain subjects better
Teachers not as hard
Teachers are better
Like the teachers better 8 students

20. (Continued):

4.	Easier to learn More interesting Learn more	6	students
5.	More relaxed More chance to participate Don't feel dumb	3	students
6.	For dumb people For slow learners	2	students
7.	Not challenging	1	student

21. Do you plan on completing high school?

Yes: 28
No: 3

22. What do you plan to do after high school?

No plans	6	students
Get a job	6	students
Mechanics	4	students
Trade School	4	students
College	3	students
Join the Service	4	students
Drafting	1	student
Become a stewardess	2	students

their respective English classes helped to rectify this discrepancy.

The behavior of the students differed from class to class, depending on the personality and the techniques employed by the teacher presiding over the class. Regardless of the setting, however,there seemed to be little observable enthusiasm for learning on behalf of the students. With the exception of discussions conducted in "Man in Society" regarding the energy crisis and camping, few efforts were successful in eliciting spontaneous comments from members of these classes. Thus, while on the questionnaire several students stated that basic classes offered them an opportunity to participate in discussions, only a few took advantage of the teachers' attempts to induce student participation at the time of this observation.

Although they concurred that Midpark offered courses in which they were interested, the fundamental courses such as English, math and science did not especially appeal to these students, several of whom contested the utility of these courses. It was noted, furthermore, that these students generally completed their assignments in a careless fashion, paying little attention to the neatness or the accuracy of their work. Thus, while the sincerity with which the students completed the questionnaire is not doubted, their observable classroom behavior might suggest that they have failed to develop the attitudes, the habits and the skills necessary to successfully pursue academic endeavors.

Teacher Interviews

Interviews with five of the teachers originally involved in the

Roaring 100's program disclosed many similar attitudes regarding various aspects of the 100's concept as well as its practical application. Three topics which generated considerable discussion were the grouping of the students into the 100's program, the grouping of the teachers and the cost of the program.

The 100's teachers all agreed that grouping these students provided some advantages. To begin with, it reduced the problem of discipline inthe regular classrooms. Secondly, the flexibility of the classes permitted teachers to use techniques and plan activities which would have been difficult to execute in the traditional curriculum. Field trips, for example, were planned which were attended by an entire section of 100's students and their teachers and lasted the duration of the school day. Finally, the small size of the majority of these classes and the teachers' ability to dismiss a portion of the class at their own discretion allowed a more personalized,flexible form of instruction.

These teachers also recognized the negative aspects of grouping these students. All of them mentioned the extra demands preparing instruction for these students placed upon the teacher. They also theorized about the adverse effects that grouping students who have failed to achieve appropriate academic and social skills might produce. Finally, they commented on the burden of discipline when dealing with a group of students of whom the majority had previously been identified as behavior problems.[13]

The grouping of teachers was one aspect of the 100's program which invariably drew a positive response. One teacher even commented that perhaps the program would have experienced greater success if the monthly departmental meetings had been scheduled weekly.[14] The teachers all agreed that learning more about the backgrounds of their students and comparing their performance in various courses provided the teachers with information which might enable them to adopt a more insightful approach when working with individual students.

It has been deemed that money is the root of all evil. The attitudes of the 100's teachers regarding finances for this program concur with this maxim. While one teacher questioned the feasibility of the course due to the expense of maintaining small classrooms, the other teachers regarded it as unfortunate that the extra expense incurred by small classes and reduced teaching assignments should prohibit such a program. These teachers also complained that insufficient funds were available for purchasing the materials necessary for preparing instruction suitable for this type of student.[15]

In general, it can be concluded that these teachers experienced some ambivalent feelings regarding both the administrative and instructional aspects of the 100's program. The overall consensus, however, was that these students did present a special problem to educators and that special measures are indicated if they are to benefit from formal schooling.

FOOTNOTES

[1] Quotations from student questionnaires, December 12, 1973.

[2] Ibid. [3] Ibid. [4] Ibid. [5] Ibid.

[6] Summary of data from student questionnaires, Table I, pp. 28-30.

[7] Ibid.

[8] Student Interviews, December 12, 1973.

[9] Summary of data from student questionnaires, Table I, pp. 28-30.

[10] Ibid. [11] Ibid. [12] Ibid.

[13] Former 100's teachers, personal interviews, November 19, 1973 through January 16, 1974.

[14] Van Tilberg.

[15] Former 100's teachers, personal interviews, November 19, 1973 through January 16, 1974.

CHAPTER 5

SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT

Problems Noted Within The Program

While discussing the difficulties involved in maintaining a program such as the Roaring 100's in the cirriculum, Mr. Bell alluded to three factors which hindered its effectiveness. The first of these factors was the hardship that dealing exclusively with unmotivated students placed upon teachers. The teachers, who in the first year of the 100's program dealt only with 100's students, were constantly challenged to invent materials and methods for holding the interest of these students. They were also faced continuously with classes in which the students were frequently disruptive and showed little concern for learning. The rewards which teachers generally reap from a successful day of teaching, therefore, were not generally experienced by the 100's teachers. After the first year, therefore, no teacher was assigned exclusively to 100's students. This same policy is still applied in the assigning of teachers to classes designed for basic students.[1]

A second feature of the program which contributed adversely toward its operation was the formation of mutually exclusive groups of students. Although previously the grouping of students has been credited with many positive attributes, it was agreed by the 100's faculty that giving these students a separate identity also had some negative consequences. Inclusion in the Roaring 100's added an element of prestige which was believed to reinforce the negative traits which these students shared, concurrently undermining the school's efforts to shape more desirable attitudes towards the school and the community. Grouping also resulted in the formation of cliques, which were influenced by the behaviors of the leaders who emerged in each group. This condition frequently created problems with discipline. It was finally recognized that restricting 100's students to a core curriculum deprived them of educational opportunities from which they might profit despite their minimal academic achievements.

A third aspect which eventually contributed to the elimination of the 100's program was economically based. While teachers complained that they lacked the funds to provide the materials necessary for maximizing success with their students, a more basic financial concern was cited by both the teachers and Mr. Bell. The reduced course load for which 100's teachers were responsible (it will be recalled that 100's teachers were assigned only four classes as opposed to five), in addition to the reduced size of these classes placed a greater burden on the remainder of Midpark's faculty. When the school system was forced, in 1972, to tighten its budget, these practices had to be eliminated.[2] The free period alloted to 100's teachers for planning and conversing in their interdisciplinary groups was no longer available.

The School's Evaluation

A final problem which was encountered while studying the 100's program was the lack of organized data regarding students enrolled in the program. No composite list of students or teachers involved in the 100's program was available, and no information regarding theprogress of these students was tabulated. Two evaluations of the program were prepared, one by Mr. Pilarski and one by Mrs. Kempf, but these were essentially subjective, stating their personal observations. (A copy of Mrs. Kempf's report is included in Appendix D). A more complete set of data may have been beneficial in the planning of similar programs, a project which Midpark is currently undertaking, and for enlisting financial aid for such programs.

Impact

In January of 1971, "Kaleidoscope," a newsletter published by the Pace Association, featured a one-page description of Midpark's Roaring 100's program. The article depicted the 100's concept as an effort to encourage students who had been identified as potential dropouts to remain in school. The social studies or social awareness course taught by Mr. Pilarski and the personal attention afforded these students were cited as the backbone of the program. Enabling students to function within the regular classroom was the aim which the article stated as being the program's chief objective.[3] In addition to publishing "Kaleidoscope," Pace, an organization which provides small grants to innovative teachers and administrators in the Greater Cleveland school districts, has sponsored workshops directed toward curriculum development. Midpark has also sent representatives to these seminars, where they described the 100's concept and outlined their program.

In addition to reporting its ideas to other school professionals, Midpark has made an effort to involve the parents and the community in its programs. The philosophy underlying the 100's program, for example, was considerably disparate from that of the traditional curriculum at Midpark, and school officials felt obligated to inform both the parents and the students about what was being done to and for them. A letter was therefore sent to the parents explaining their youngster's academic status and describing the measures being taken by the school to attend to the special needs of these students. The students themselves met with a guidance counselor who explained to them the nature of the classes in which they would be enrolled and attempted to initiate a rapport with the student which might eventually foster a less critical attitude toward the school. In the second year of the program, furthermore, the parents were asked to take the place of their sons and daughters and follow their schedule for one school day.

On a community basis, Midpark's Careers Program, designed to provide educational field work experiences for students with specific occupational goals, has enlisted the aid of the Kiwanis Club and the Woman's Club. Members of these organizations seek businesses, industries or corporations in the community who would be willing to train students in conjunction with school personnel in the aspect of their business in which the student has expressed an interest. Thus, we have seen that Midpark has taken the initiative to establish rapport with both the teaching and the lay community.

Future Plans

It has already been mentioned that Midpark has been working closely with the two junior high schools from which it receives its students. As a result of conferences among the administrative and teaching staffs of these schools, it has been concluded that the unmotivated student who has failed to develop academic skills along with students who, due to learning disabilities, have been unable to achieve in school, comprise a significant number of students and warrants a special effort on behalf of the entire school system. Steps are being taken, therefore, to design a program to aid students who, after completing the ninth grade, have not been prepared to cope with a high school curriculum. In planning this program, the cooperation of the assistant principals of the senior and the junior high schools, guidance counselors from Midpark and the junior highs, the unit coordinator of the Berea School District, and several other school personnel were enlisted. Applications are being made for State and Federal funding, and the aid of students from a neighboring college has been solicited.

Plans for incorporating this program into Midpark's 1974-75 curriculum are presently under consideration and were explained during a final interview with Mr. Bell.[4] The format will be similar to that of the original hundreds program, restricting these students to courses in areas such as English and math in which they are especially deficient. The courses will serve as a bridge designed to enable the students to profit from Midpark's usual offerings. Once they have demonstrated progress in these special courses, efforts will be made to develop an individualized curriculum directed toward a specific career. Thus, upon entering the traditional high school program at Midpark, these students will be striving toward a goal which they have helped to determine, and which may provide the incentive for their assimilating an attitude conducive to completing their high school education.

A more concerted effort will be made to provide these students with personalized forms of instruction. An attempt is being made, for instance, to employ teachers with a background in special education. Hopefully, their understanding of the nature of this type of student in conjunction with their knowledge of techniques which might be effective when dealing with them will prove to be an asset to the program. Students from Baldwin Wallace College will also be enlisted as tutors who will provide individual instruction to students and serve as positive models after whom they might pattern their behavior.

The students who will be served by this program have already been identified. Presently they are enrolled in Occupational Work Adjustment (O.W.A.) programs at Ford and Middleburg Heights Junior High Schools. O.W.A. is offered to students who are not academically inclined and are too young to apply for work permits but prefer working to studying. It provides these students an opportunity to receive on-the-job training while maintaining their student status. Another group of students who will be guided into this alternative are those currently participating in classes at Ford Junior High School for students who appear to be potential dropouts. The number of students who will advance to Midpark through these programs in the 1974-75 school year is estimated at 130 students.

Midpark's efforts to meet individual needs is being extended to all of its students, however, and plans are simultaneously being developed for five additional alternatives. A brief description of these programs was also made available.[5] They were described as follows:

1. A night school is being established and will be directed to seniors, fourth year students and students who have daytime jobs but wish to continue toward graduation. It is not the intention of these courses to encourage potential dropouts to remain in school. Instead, these courses are being implemented to enable students to take advantage of opportunities for gainful employment or to participate in other daytime activities while continuing their education at night. These classes are expected to accommodate 50 to 75 students.

2. A special program is being designed for students who prefer to focus their attention on a limited number of courses, rather than spread their energies in four or five directions. Students participating in this program will spend nine weeks, in a location yet to be designated, studying selected courses in English and social studies. They will then return to Midpark for a nine-week session in math and science courses. Two hundred to two-hundred-fifty students are anticipated for this program.

3. An afternoon school at Midpark is a third alternative. This program, similar to the night school, will include students who have established satisfactory school records to work in the morning and attend

school in the afternoon from 1:00 P.M. to 5:30 P.M. Preparations for 50 to 100 students are being made.

4. An alternative derived from a program initiated at Ford Junior High School will allow 125 tenth grade students coming from this school and 125 tenth grade students from Middleburg Heights Junior High School more freedom in determining their course work through contract learning. Volunteers from Midpark's 11th grade will also be permitted into this "school of choice," as it has been designated, resulting in an expected 300 students.

5. A six-period day school is the final alternative being constructed. This would be a more structured series of courses in industrial arts, home economics, English, math, science and physical education. Capitalizing on the interdisciplinary approach experimented with in the 100's program, these departments will again work together in an effort to develop English, math and science courses which fulfill the needs of students primarily interested in industrial arts and home economics. An estimated 300 incoming sophomores are expected to participate in this program.

The diversity of opportunities provided by these courses is certainly in compliance with the spirit of the alternative schools movement. The ability of Midpark to sustain these programs, their acceptance by the community and their actual benefit for students are readily suggested topics for further investigation.

FOOTNOTES

[1] Robert Bell, personal interview, November 15, 1973.

[2] Robert Bell, personal interview, December 20, 1973.

[3] "Roaring 100's Choose to Stay," *Kaleidoscope* (January, 1971), 1.

[4] Robert Bell, personal interview, January 16, 1974.

[5] Ibid.

Appendix A

STUDENT QUESTIONNAIRE

1. Male ______________ Female ______________

2. Age ______________

3. Grade ______________

4. Were you born in Cleveland? Yes ________ No ________
If not, where? ______________________________

5. Do you live with your parents? Yes ________ No ________
If not, with whom? ______________________________

6. Do you like your classes well enough to recommend them to your friends? Yes ________ No ________

7. How long have you been in basics classes? ______________

8. How did you choose your classes.

Guidance Counselor ________
Teachers in program ________
Friends ________
Outside program ________
Other (list) ________

9. Why did you choose basics classes? ______________________________
____
____

10. Do the students have a voice in determining what goes on in class? Yes ________ No ________

11. Indicate in which extra curricular activities you participate.

12. What classes do you have?
1.
2.
3.
4.
5.

13. Do you have a choice of your teachers? Yes ________ No ________

15. Are your teachers interested in you?
A. Most are ________
B. Some are ________
C. Few are ________
D. None are ________

16. What are you interested in learning in school? _____
____
____

17. Will you be able to do this learning at this school?
Yes _______ No _______ If not, why? ____________
____
____

18. Do basics classes make school more desirable for you?
____
____

19. Do you ever cut? Never _____ Sometimes_____ Often_____

20. Name 3 things that are different about basics classes than the ordinary classes.
1.
2.
3.

21. Do you plan on completing high school? Yes____ No ____

22. What do you plan to do after high school? ____________
____
____
____

BEREA CITY SCHOOL SYSTEM

Berea, Ohio

Topic of Proposal: ACTION TOWARDS MOTIVATION Date: May 14, 1970

Initiator: Robert Bell
Assistant Principal
Midpark High School

I. IDENTIFICATION OF PROPOSAL

A. Statement of Problem.

The problem is in school truancy, poor attendance to school, students who refuse to attend classes assigned, home and student conflicts which affect the students' remaining in school, and students who do not achieve or advance in credit.

B. Need for Proposal

We have 101 students advanced placed from the junior high schools who have not achieved 9th grade credit and have reached 16 or 17 years of age.

We have 52 students who have been in Midpark one or two years and have gained little or no credit toward graduation.

C. Background and Research Information Pertinent to Proposal

1. These students have failed to achieve over a period of three years.
2. Regardless of curriculum offered, failure is the result.
3. These pupils are not totally handicapped by lack of aptitude, but lack motivation and purpose.
4. These pupils create an adverse climate in classrooms with teachers and other students because of lack of motivation.
5. Lack of success leads to irregular attendance; this, in turn, affects others who join this group.

II. PURPOSES AND OBJECTIVES OF PROPOSAL

A. General Purpose and Projected Outcomes.

It is agreed that subject matter is not going to make a total change in the behavior of these individuals, but that teacher, counselor, student, and parent working together may be the only means of effecting change in the student's attitude.

B. Behavioral Objectives

1. Grouping those with like problems, so small interaction groups may help solve like problems.

2. The scheduling of those subjects that are basic and required, so that all students can have a definite goal of subjects needed for graduation.

3. Simplifying the location of students so that attendance can be emphasized.

4. Simplifying the location of students so that counselors can easily locate and meet with small groups at least once each week.

5. Grouping to facilitate the cooperative efforts of teachers and counselor to focus on the motivation factor for a specific group.

III. PROCEDURES AND DESCRIPTIVE INFORMATION

A. Procedure for Development

This group is referred to as the "Roaring 100's." This will be 129 students who lack 9th grade and 10th grade credit. They will be scheduled as follows:

1. Special sociology course
2. Oral and written English
3. Biology or science problems
4. A mathematics course
5. Physical Education
6. Driver Education if needed

These people will only report to school for class and will not have a study hall assignment. They will meet in class five days, and the one day will be set aside for small group meetings with the counselors.

B. Responsibilities and Involvement of Personnel

The area for special program development is the Social Awareness Class.

C. Personnel Costs

The projected cost of writing the curriculum during the summer is $125 per week for one person for two weeks.

D. Materials Required and Proposed Costs

The cost of additional materials is $500 for films, booklets, and related materials needed.

BEST COPY AVAILABLE

Appendix C

Proposal For New Structure in R 100's Program

Basis of program would be one of Vertical and Horizontal Artilulation.

I. A. The same basic criterion should be used in the selection of students. Counselors, Teachers, Administrators, etc.

B. Grouping should be in 2 sections within the 100's Program.

1. Section 1 - Hardcore students 40's group -
2. Section 2 - Basic students, who because of their ability level and other motivational factors have had school adjustment problems, attendance to school or classes.

C. Students should be chosen in 40's to avoid placing them in socially difficult situations. If placed and student doesn't belong in Hardcore group, he could be taken out of group.

D. Contact should be made with all of these students and parents before they enter the program, in this manner the student knows what is being done to and for him.

E. The teacher should be very well prepared not to put forth adverse comments about grouping.

II. The teachers involvement

A. One teacher one class - it is not good to have one teacher have all these students all day.

1. By placing teacher with one class he will be challenged rather than discouraged. His methods will carry over into his regular sections.

2. Positive reinforcement will take place and motivate teacher as well as student.

3. This will give the teacher as well a chance to work with different level students allowing him to understand what individual instruction means.

B. 1. Teams of teachers should be set up to handle a group of students (25 max. to a group)

1 Social Studies Teacher
1 Math Teacher
1 Science Teacher
1 English Teacher
1 Phys. Ed. Teacher
1 Counselor assigned to these students.

2. A team leader should be chosen with released time to coordinate program and work with counselors and teachers in team, and with teachers in other teams.

BEST COPY AVAILABLE

3. Team planning could take place which would lead to meaningful program for student

   A. Example Topic
      Responsible Citizenship

      1. Soc. St. - Role and concept of citizen
      2. Math - Taxes - computation
      3. Eng. - Reading - writing - speech etc. Related to topic
      4. Science - Environment study etc.

4. Teams could share ideas

5. Concern for students progress or problems could be chared with Group Leader being responsible for contact with counselors-Administration etc.

6. There whould be a liberal exchange of ideas in departmental areas.

   A. All Social Studies teachers should meet and share ideas and approaches and materials.

7. There should be summer planning time to prepare these activities

III. Scheduling

A. Allowance should be made for additional student needs through course selection. Student should not be limited to only 4 areas of study - if student can not make it or does not make it or does not live up to responsibility in his work then he could be taken out of extra course work. (it is easier to remove a student from class than to put him in at a later date.

IV. Counselor's Role

A. Counselor should have one group along with team.

B. Counselor's should be his-full time.

C. Counselor should be in on planning so group work could be done.

Team 1

Science Teacher
Soc. St. "
English "
Math "
Counselor "

Team Leader

Team 2 Leader

Co-ordinator---Administration

Team 3 Leader

Team 4 Leader

Arrows indicate how communication could take place among teams and administration showing Horizontal and Vertical Articulation .

Appendix D

BEST COPY AVAILABLE

100's Group

The Roaring 100's set-up, innovated by Bob Bell and structured into the 1969-70 schedule by Don Chalker, offered a ready-made opportunity for group work both with students and teachers.

It was the counselor's responsibility to spell out his role in this new program. To me the logical place to begin seemed to be with the classroom teacher. I needed to know in what way each teacher felt the counselor could be helpful; whether or not I would be welcome in his classroom; in short, what role each teacher would like me to play as he worked with a difficult assignment.

According to plan, I waited a few weeks before calling the teachers of my R 100 group together. Strangely enough, contact developed even within those two weeks. Each of my four teachers accosted me at some time to say that his classes were great, but "I have one class - it's something else!!" or "Could the machine possibly have flipped a switch somewhere and scheduled all ~~these~~ the problems in one clas I should say here that my R 100 students were already known at Midpark. They were ou hard-core group that had repeated one, two or three years in high school - classified the whole staff as the real losers. I must admit that I was somewhat dubious myself to how successful we would be with this program, but I agreed wholeheartedly with the administration that something had to be done.

I really looked forward to my first meeting with my special teachers of my special group. This was an opportunity to cross disciplines and learn about a stu habits in each area. I went prepared with permanent records and folders that followe each student's school career from kindergarten to the present. I took orders for cof and we had a "coffee break" meeting around the table in the conference room.

That first meeting merely scratched the surface and my teachers asked for weekly meetings. We met weekly all year and it was exciting to see the individual teachers grow. They supported each other, solved their own problems, taught creative and humanized their classroom approach. The humanization that began with the R 100's carried over into their other classes and I feel quite sure rubbed off on the whole

BEST COPY AVAILABLE

Midpark faculty.

My work with students was on an individual basis and in classroom groups. I was invited into classrooms to talk about and answer questions on credits, graduation requirements, vocational programs, the GED test and night school classes.

An outgrowth of my group was our reading lab which this year, in a limited way, is servicing R 100 and basic classes. Mrs. Alice Britt and Dr. Kelly, as well as Midpark administrators, were instrumental in helping us with this project.

May I insert here a request that consideration be given to expanding this program next year. There is a definite need for a full-time reading teacher and larger facilities are desparately needed.

In evaluating the program at the end of the year, I consider its greatest value to be the attitudinal change in the teacher's approach to individualized, humanized learning. Each of my teachers volunteered to serve as an R 100 teacher for the school year 1971-72. It is indeed a pleasure to be working with them once again.

This year two counselors are working with each R 100 group - Betty Day and John Wagner team for the morning class; Judy Goloboff and I are working with the afternoon section. Betty and I group counsel with the teachers. John and Judy group counsel with the students. Differences between teachers and classes have been ironed out in Glasser-type classroom meetings. Both teachers and students have profited from this.

Part of our emphasis this year will be directed toward parents. To kick this off we have used American Education Week to invite parents in to follow their student's schedule for the afternoon. Eight parents responded to a written invitation prepared by the students in Mrs. Wiley's English class. This invitation was followed by a telephone call from one of the R 100 teachers. It gave both parents and teachers an opportunity for dialogue. Questions were asked and answered, explanations were given: and complaints were aired. We were pleased with the attendance and the parents were pleased with the personal attention given to them and to their students.

BEST COPY AVAILABLE

My teachers are planning field trip experiences for the R 100 class.53 The first trip to the Cleveland Press is scheduled for Nov. 16th.

I think I can speak for each teacher in my group when I say that teaching an R 100 class has been a maddening, frustrating, challenging experience, but none the less a rewarding one.

What negative aspects do I see to this program?

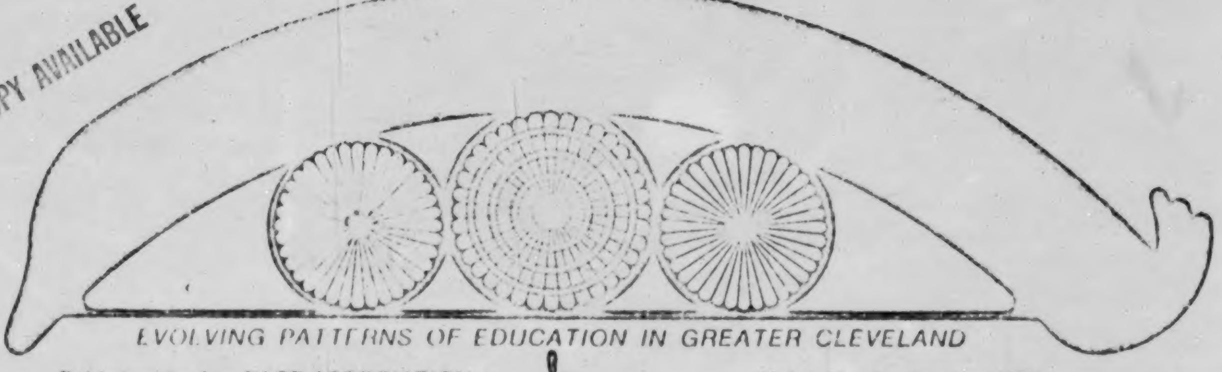
1. Grouping itself. Each student is "turned off" on school and they support each other. Recommendation: The schedule for each student be lengthened to include one class in a heterogenous section.

2. The scheduling has been good but some improvements could be considered: back to back scheduling of 100's teachers so that a move into a regular class with the same teacher could easily be accomplished. (I don't know whether this really explains what I mean, but I know what I mean so I'll talk it over with Mr. Chalker); 100's teachers should have a planning period together.

I would like to see some classroom work planned that would cross the disciplines.

We can't expect, even with an R 100 program, to succeed with every unmotivated student, but with this program the "turned off" kid has a fighting chance.

BEST COPY AVAILABLE



EVOLVING PATTERNS OF EDUCATION IN GREATER CLEVELAND

Published by The PACE ASSOCIATION

Vol. I, No. 1—January 1971

Roaring 100's Choose to Stay

DROP OUT? A year ago, perhaps, but not now for the "Roaring 100"!!

At Midpark High School in Berea, a special program has been designed for approximately 100 students who, through consistent failure or other problems, have been identified as potential drop-outs.

Not wanting to give up on or reject these students, Robert Bell, an assistant principal at Midpark, designed a program geared specifically to these students and their individual and group needs. Combining the resources and talents of school administrators, counsellors, and certain teachers, Midpark is now involved in a team-effort to work with and assist the students, and to motivate them in a variety of ways.

The ROARING 100's (who named themselves) are grouped into four sections in which they plan their own classroom activities. Students come to school for four hours a day, only enough time for academic classes. Classroom emphasis has changed from curriculum and materials to emphasis on the students and their needs. A class decides on how it wishes to approach subject matter in light of its relevance to their needs.

Periodically, each student enters into a "personal learning contract" with his teacher. In this way, both teacher and student have a mutual understanding of the work the student is going to cover within an agreed-upon time span and the help the student might need to attain his objectives. The responsibility for fulfilling this contract thus lies mainly with the student.

Social Awareness is the province of Mr. Larry Pilarski, the "Think Man." Students have given him this title because of his consistent question of them—"What do you think?" Mr. Pilarski involves all 100 of the students in open discussion. It is in this class that students can openly express themselves about ideas and problems relating to academics, teachers, fellow students, and life styles.

How do the students feel about the program that has been developed for and by them? They feel a sense of accomplishment. They also have a choice about what they study and why, and they feel that teachers care for them. As a result, they are beginning to care, too—about themselves, their peers, and their teachers.

The hope is that after a year in the program a student will be sufficiently self-motivated and self-confident to return to the regular classroom and to function within it. Mr. Bell and the rest of the Midpark team are moving deliberately toward this end. They realistically know they cannot erase all mistakes or change all attitudes in students. But Midpark is trying to make a difference—to create in each student a sense of his own worth and to help each student develop to his potential.

KALEIDOSCOPE is PACE's effort to foster and encourage further interdistrict communication and cooperation among the school systems of Cuyahoga County.

Although most Greater Cleveland school districts regularly publish a newsletter for their own districts, there has been no interdistrict newsletter concerning itself with innovative curricular offerings, creative teaching ideas, and unique programs. This is the purpose of KALEIDOSCOPE—to highlight such features in the Greater Cleveland school districts, and to provide information for educational decision-makers.

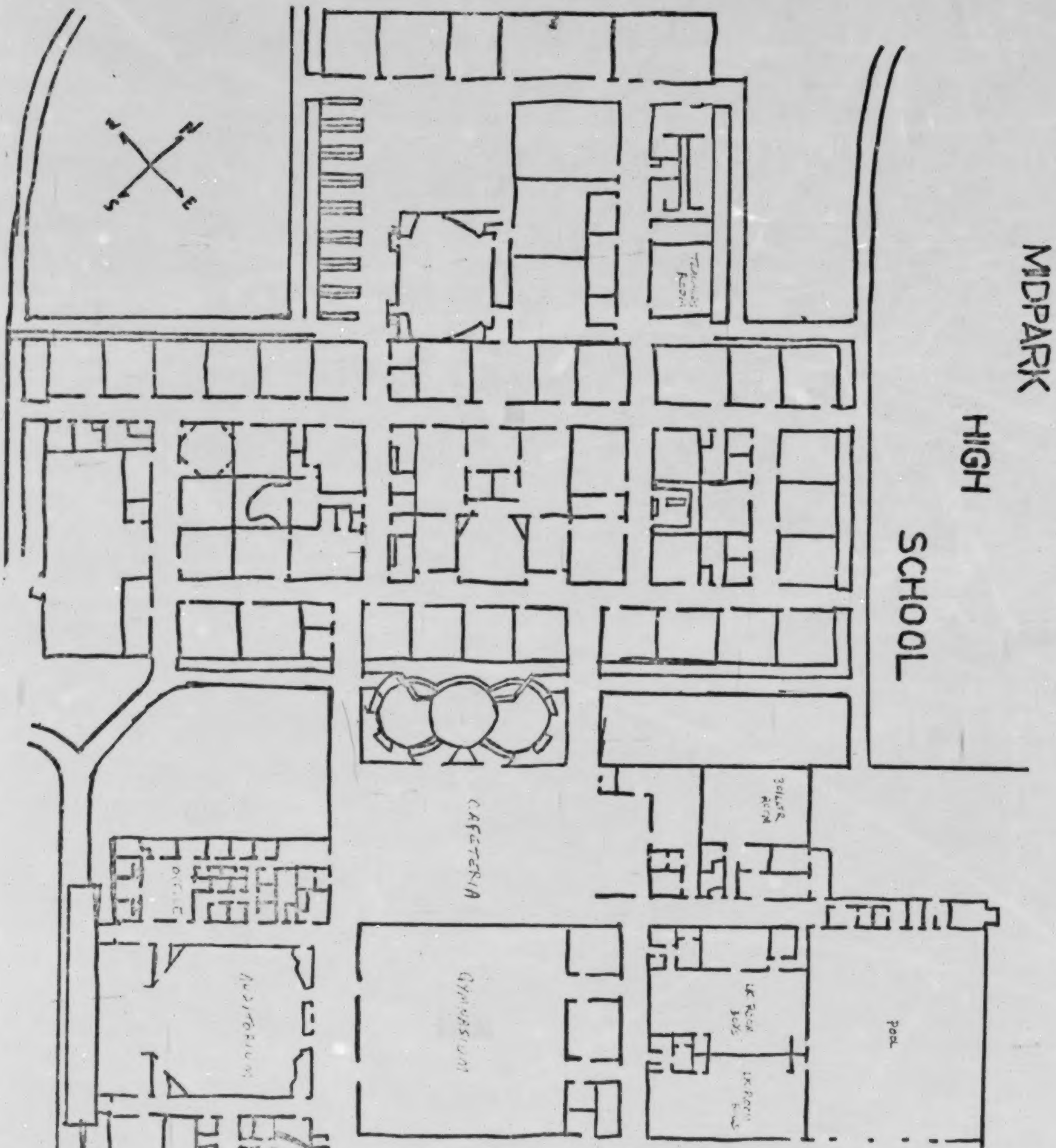
We chose the title KALEIDOSCOPE as the word best describing the changes in patterns and design that are ever present in educational systems. PACE proposes to publish this newsletter in January, March, and May, and welcomes your reactions, comments and suggestions, for it is essential that we serve your needs as well as provide a forum for the exchange of ideas.

This publication is made possible through a grant from the Martha Holden Jennings Foundation, and we extend our gratitude to that foundation for its faith in this project and its continuous commitment to education.

THE PACE ASSOCIATION

Appendix F

BEST COPY AVAILABLE


N
W
E
S
MIDPARK HIGH SCHOOL
TEACHERS ROOM
CAFETERIA
BOILER ROOM
AUDITORIUM
GYMNASIUM
LK ROOM BOYS
LK ROOM GIRLS
POOL

5

ALTERNATIVE PROGRAMS IN GREATER CLEVELAND PUBLIC HIGH SCHOOLS:

A DESCRIPTIVE STUDY

SECTION IV

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOLS: NEW SCHOOL

by

Judy Neuger
Michael Zajdel (Researcher for COL 2)

Presented to

THE MARTHA HOLDEN JENNINGS FOUNDATION

Project Director
Sally H. Wertheim, Ph. D.

Project Consultant
William P. Hoffman, Ed. D.

March 1974

TABLE OF CONTENTS

Page

LIST OF TABLES iv

LIST OF APPENDICES v

CHAPTER

1. INTRODUCTION AND BACKGROUND 1

    Introduction 1

    Background 2

    Philosophy 5

2. DATA 9

    Location and Physical Plant 9

    Enrollment 12

    Finances 13

3. PROGRAM 21

    Initial Organization 21

    Parents' Role 24

    Administrative Organization and Procedure 26

    Curriculum 30

4. STUDENT AND TEACHER INTERVIEWS 49

    Staff 49

    Reactions By Teachers from COL 2 54

Page

CHAPTER

4. STUDENT AND TEACHER INTERVIEWS (Cont'd.)

Reactions By Teachers from COL 3........................ 56

Student Reactions.. 59

Summary of COL 2 Student Questionnaire................. 60

COL 3 Questionnaire...................................... 62

Summary of COL 3 Student Questionnaire 63

5. SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT 71

Problems... 74

Dissemination.. 75

Impact... 75

Future... 76

Conclusion... 77

APPENDICES.. 78

LIST OF TABLES

Page

TABLE

1. New School Floor Plan.. 10
2. Budget Items for Cleveland Heights High New School..... 15
3. Agenda for New School Curriculum Development Meetings.. 22
4. Course Sheet... 36
5. Weekly Schedule of Student.............................. 37
6. Sample Student Journal.................................. 42
7. Student Evaluation.. 45
8. New School Evaluation Priorities....................... 73

LIST OF APPENDICES

Page

APPENDIX

A. List of People Interviewed.............................. 78

B. Summary of a "Proposal for the Establishment of an Alternative School at Cleveland Heights High School Commencing September 1973"....................... 79

C. Mandates To New School Contained in the Proposal Adopted by the Board........................... 80

D. Frequently Asked Questions About New School.............. 82

E. Initial Course Offerings of COL 2 and COL 3.............. 84

F. New School Parent Questionnaire........................ 94

G. Example of Teacher Offerings............................ 95

H. Example of Student Offerings............................ 97

I. RapArts Course Sheet.................................... 98

J. Additional Student Evaluations.......................... 99

K. Staff Interests, Abilities and Questions................ 105

L. COL 2 Teacher Interview.................................. 116

M. Evaluation Agreement Between New School and Center for New Schools.................................. 118

N. Student Questionnaire Passed Out Before Involvement in New School.. 123

O. Description for Curriculum Booklet March 1973........... 126

P. New School Brochure...................................... 127

CHAPTER 1

INTRODUCTION AND BACKGROUND

Introduction

The Cleveland Heights-University Heights Board of Education has advocated flexible educational options for some time. In 1969 a program, Flex, was initiated in Cleveland Heights High School which allowed for more student involvement in the learning experiences related to social studies, English and, later, biology. Simultaneous involvement in both Flex Program and traditional schooling, however, resulted in a number of frustrating experiences for students and teachers. A total environment was sought that would encompass all areas of learning and offer the student a complete, optional curriculum. In September, 1973, this alternative form of education, known as New School, was offered to any student at Heights High.

"New School seeks to create a learning environment and to afford the student clear options among unique learning styles in a community of fellow students with similar styles."[1] At the present time there are two Communities of Learners (COL) operating in New School. The intent of this study is to describe each COL: its teaching and learning experiences, physical facilities, interpersonal relationships, unique strengths and problems. Although each COL is a separate teaching entity, they share the same history, philosophical and mechanical inception, financial structure, and some similar growing pains. This information which is concerned with the conception, development and implementation of the total New School concept will be presented prior to the dissection of each COL. Underlying the definition of New School is the knowledge that this program is a new and evolving learning experience.

The material for this report was gathered by two researchers during a three month period, beginning November 1973 and concluding at the end of January 1974. Observations, interviews with students, teachers, administrators, and a representative of the parents group, student and teacher (COL 2 only) questionnaires, minutes of meetings, correspondence, and printed material about New School provided the information.[2]

Each COL was observed and described by a different person. Because of time limitations only the entire COL 3 student body had the opportunity to respond to the student questionnaire. Fifteen randomly selected students in COL 2 represented their group in writing. Students in each COL were interviewed and a day in the life of a New School student is described later in the study. A teacher's schedule is also included.

The people involved with New School were extremely helpful and their cooperation was greatly appreciated by the researchers.

Background

In 1969 the Philosophy of Education Lay Committee and the Educational Planning Committee of the Cleveland Heights-University Heights Board of Education recommended that the school district develop educational programs which would be more responsive to the diverse learning needs of its students. Further support for this objective came from the Interim Report of the Flexible Schooling Lay Committee (June 1971) which defined a program of flexible learning options and presented priorities for its implementation. At the July 7, 1971 meeting, the School Board adopted the following resolution:

> BE IT RESOLVED that the Cleveland Heights-University Heights Board of Education adopt the goal of making available flexible schooling options to every child in grades K through 12 in the school system. The Superintendent shall develop a Proposal on or before February 1, 1972 for the implementation of system-wide flexible school options, taking into consideration the priorities recommended in the interim report dated June 14, 1971, of the Flexible Schooling Lay Committee.[3]

The resolution developed into the "Proposal on Flexible Schooling Options, February 1972." By that time Heights High School's Flexible Program was in its third year of operation. The proposal noted that this program was meeting the identifiable characteristics and recommended that it consider expanding to include other disciplines.

The program, which was initiated three years prior to the proposal, was designed by parents, students and faculty to create a learning environment which would allow the high school student to proceed at his own rate and pursue his own interests.

This new flexible learning program was called Flex and it was designed to:

1. Seek a new kind of learning environment, with new ways for teachers and students to work together, and new roles for both.
2. Provide new choices of things to learn, not necessarily in the scope of the present high school curriculum, with an emphasis on individual interests.

3. Develop new modes of learning based on the proposition that individuals learn in different ways and at different rates of speed.
4. Give students a real voice in the planning of their education.
5. Encourage emotional and intellectual self-sufficiency.
6. Make the student more aware of the relevance of events that are largely outside the institutional environment of the school.[4]

Any staff member or student in the high school (grades 10-12) who wished to participate in Flex was admitted into the program; there was no screening of perspective students. English, social studies, and later biology courses comprised the Flex curriculum. A segment of the school day was set aside for Flex; the demands of the subject matter and interests of the students determined the amount of time within the Flex schedule which would be allotted for each learning activity. For example, if a certain topic required 1-1/2 hours a day and could be covered within a month's time, then it would be scheduled accordingly. There were no traditional class periods or semester limitations placed upon courses held within Flex. Both the student and teacher returned to traditional classes for the remainder of the school day. Since the Flex student received only two credits in Flex and took one-half of his course load in the traditional program, he was expected to function in two conflicting environments. This resulted in a number of frustrating experiences for the Flex staff and students.

Flex began in the 1969-1970 school year with 120 students and grew into a program attracting 450 students by 1972. This growth rate did not have the benefit of long range planning; consequently, the original close sense of community that the earlier Flex student experienced in his learning was almost non-existent. This coupled with the problems arising from split scheduling lessened the chances of Flex's success by 1972.

In spring of that year a Study Day was called for Flex staff and 12 students (They had been selected by lots from a volunteer list.) to discuss the problems confronting Flex. At that meeting it was decided that Flex needed major changes in its present form. Instead of trying to patch up the weak areas, the consensus was to create a total environment which would afford the student a complete, yet optional curriculum. The meeting produced the following suggested modifications: expand the program into an all day experience, take the one group of 450 students and divide it into communities of learning of 150 students each, include more disciplines, develop a stronger feeling of community, provide teachers with a vehicle for guiding those students who are having difficulty in developing their self-motivation and discipline. Flex staff met with administrators and students to design an alternative form of education, and on March 20, 1973,the Cleveland Heights-University Heights Board of Education approved the proposal for New School.[5] Approval from the State of Ohio was also obtained. In granting its approval, the State of Ohio designated New School as a three year experimental program,not a pilot project,because this would allow it to be regulated by a different set of rules.[6]

Philosophy

The Cleveland Heights-University Heights Board believes in the validity of traditional education for many of its students at Heights High School. It does not consider it, however, to be the only means by which one can acquire an education. The Board, therefore, has supported the efforts of various staff members to offer an educational program which would be an alternative to the traditional curriculum. The committee which drafted the New School design defined an educational alternative as containing these four elements:

1. It should provide the educational clientele with a real choice in both curriculum and educational process.
2. The community, parents, staff and students should be involved in the planning, development, operation and evaluation of the alternative in a meaningful and significant way.
3. It should be a total program, not just a short class or a part of a school day.
4. Its location should be in a separate building, a wing of a school, a community facility or a few designated classrooms so that it can be identified geographically from the regular school program.[7]

It was felt that the absence of any of these factors restricts the program only to a variation from the traditional. They wanted a separate alternative; hence the proposal for an alternative educational program was based upon this total definition.

Although New School is divided into Communities of Learners (COL) the general goals are common to everyone involved within the alternative structive.

1. Through involvement in choosing a personalized, relevant educational program, the student will see his education as something he has control over and, therefore, not something that is terminated for him when he leaves the school setting.

2. In his/her involvement in the personalized program, the student will develop self-confidence which is applicable to varying life situations.

3. Through involvement in a balanced and varied curriculum, the student will increase his mastery of those basic skills common to most high school programs in addition to pursuing skills and areas of particular interest to him/her.

4. Through active participation in the COL program, the student will develop the ability to make decisions and accept the results of those decisions, positive or negative, in a personally constructive manner.

5. Students will not become isolated in their communities but develop ways to maintain contact with the larger school community.[8]

Since each community has its own identity within this framework, each COL would develop its own objectives which would be unique to its environment.

FOOTNOTES

[1] "The Complete Manual of New School Procedures at Cleveland Heights High School, 1973-74, p. 2.

[2] A listing of those interviewed is found in Appendix A.

[3] "Proposal on Flexible Schooling Options," February, 1972, p. 1.

[4] "Everything You Always Wanted to Know About Flex (But Were Afraid to Ask)," p. 1.

[5] A summary of the "Proposal for the Establishment of an Alternative School at Cleveland Heights High School Commencing September 1973," is found in Appendix B.

[6] Memorandum from Bill Rosenfeld, March 29, 1973, regarding trip to Columbus.

[7] "Proposal for the Establishment of an Alternative School at Cleveland Heights High School Commencing September 1973," p. 3.

[8] Ibid., p. 4.

CHAPTER 2

DATA

Location and Physical Plant

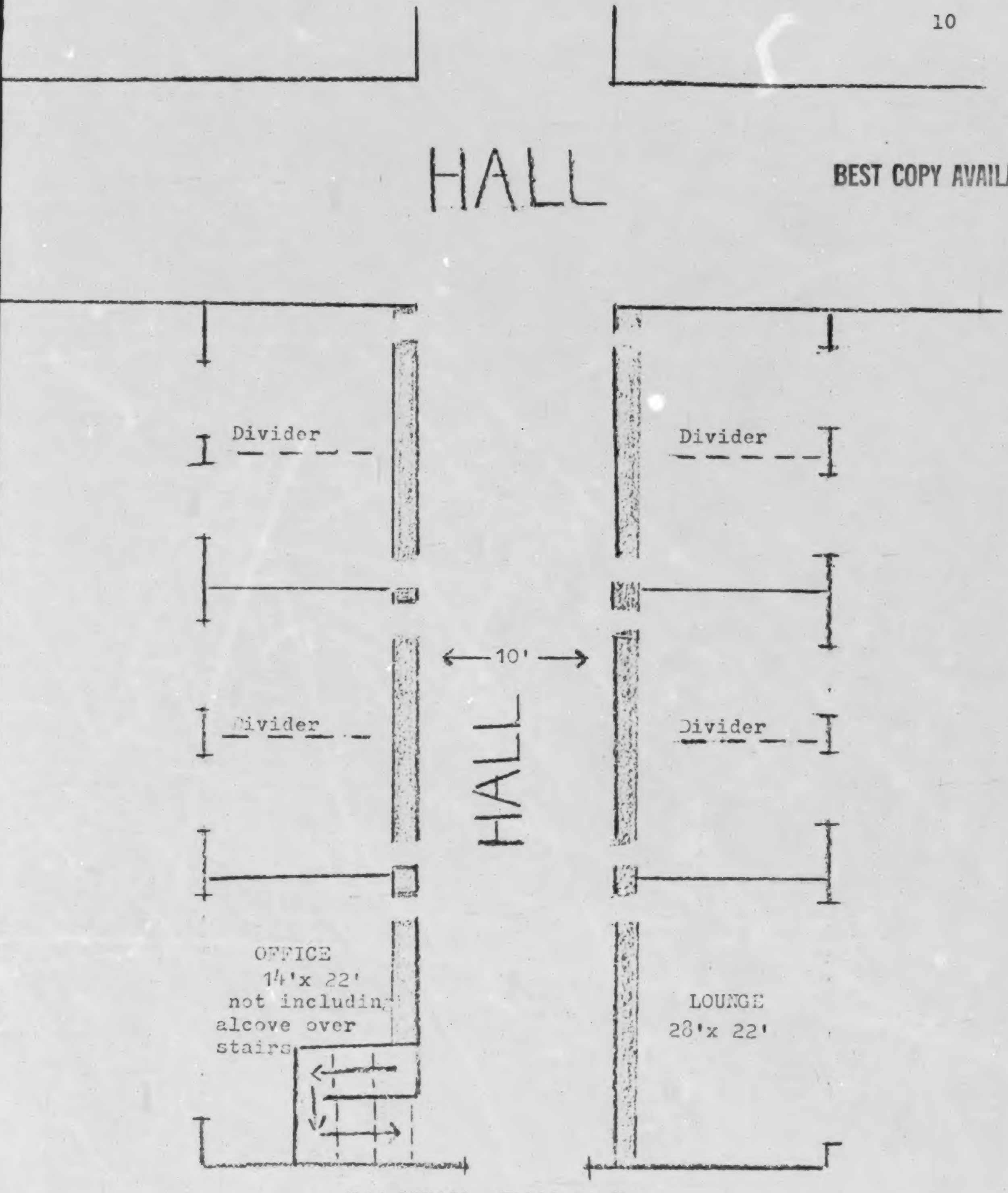
New School is housed on two floors in a separate wing within the high school building. The COLs are named by the floor they occupy: second floor COL or COL 2 and third floor COL or COL 3. COL 3 is directly above COL 2; the basic structure of the two COLs is similar. Refer to Table 1 on page 10. Each COL has an office, a lounge and four classrooms, each of which is divided in half. The halls are lined with lockers of New School students. COL 2 was the original Flex location.

One's introduction to New School occurs midway up the stairs. Taped on the landing wall are various course offerings (predominantly those held at RapArt Center) and announcements. At the top of the stairs above the lockers is a long computer printed sign, "Welcome to New School from the 3rd Floor COL."

Both halls are decorated with various sign-up sheets mounted on doors, windows, or on easels announcing newly created classes. These posters appear to be an advertising campaign waged to attract as large an attendance as possible.

The office is the home base for the staff. While there are no separate desks, except for the New School Coordinator, each teacher has a designated area along counters lining both walls. Each area is

BEST COPY AVAILABLE


HALL
Divider
Divider
10'
HALL
Divider
Divider
OFFICE
14'x 22'
not including
alcove over
stairs
LOUNGE
28'x 22'

NEW SCHOOL FLOOR PLAN

Not drawn to scale
Shaded areas--lockers
Areas between short horizontal lines--windows

TABLE I

divided by file cabinets supporting the counters. One wall has a bulletin board covered with announcements, student offerings, and master schedule. The remaining walls are lined with book shelves. The office has several typewriters and one ditto machine, both of which can be used by students.

The lounge contains several low couches, a variety of stuffed and hard back chairs (The number depends upon the use of the room.), three desks and an FM tuner and speaker. Blackboards cover one wall, windows are on the second, a projection screen is suspended from the third, and the fourth wall is lined with student and teacher mailboxes. Each box is a colored tube placed on a shelf, resembling a wine rack. An area rug covers the floor.

Each third floor classroom is divided by structures covered with fiber board which serve as bulletin and/or graffiti boards. One staff member feels that these are not as effective room dividers as those in COL 2. Those in the 2nd floor COL were planned and paid for out of Flex budget. Consequently they were professionally constructed so that each half of the room could be utilized without disturbing the other. Some half sections have area rugs which are conducive to having class on the floor.

There are no lavatories located in New School, but they are within easy access. The students do not have a scheduled lunch period; they may eat in the school cafeteria whenever they have free time. The auditorium and Tiger's Den (large student meeting and eating room) may be used by New School upon requisition. The students may use the school library, but they are encouraged to use any library within the city during the school day. Science labs, pool and gymnasium are open to New School only during certain specified times. New School students, however, are not limited to the labs within the high school. They find other resources such as labs in hospitals or near-by universities.

Another learning facility for New School is the RapArt Center which is located approximately three blocks from Heights High. This storefront offers a comprehensive arts and counseling program to youths between the ages of twelve to twenty-one and is a federally funded program under the sponsorship of Jewish Family Service Association and the Jewish Community Center.[1] The students and staff have access to the rooms and equipment at the center on Wednesdays and Thursdays from 12:30 to 2:30 p.m.

Since many of the learning experiences occur outside of New School and Heights High, the students do not rely on school buses. They have to arrange for their own transportation.

Enrollment

The proposal divided New School into three COLs to handle 450 students, but by September 1973 New School had two COLs, 322 students (five students were added shortly thereafter), 16 certificated teachers, eight assigned to each COL. Of the sixteen, only three are full-time New School teachers; the remaining thirteen split their teaching load between New School and traditional. A New School Coordinator and four support staff service both COLs.

The December 19, 1973 enrollment in New School gives an example of the breakdown in figures by sex and traditional grade level.

10th grade	11th grade	12th grade
39 boys	70 boys	58 boys
35 girls	54 girls	48 girls
74	124	106

By the end of the first semester, January 28, 1974, 35 students had left New School.

25 returned to traditional
7 became employed
3 moved out of school district

At one time it had been decided to allow more students to come into the program if the enrollment dropped below 300. Since then, the decision has been made not to accept any new student even if there were less than 300 students. The one exception to this was the admittance of two boys who had originally signed up for New School, but left the Cleveland area for the semester because of a family move.

Finances

The major factor influencing the initial budget of New School was the school board's decision that New School can't offer a more expensive education per pupil than the traditional program. The school board allotted $180,000 for each year of the project, but this amount did not cover New School's entire projected needs. Consequently, foundation assistance was sought to defray the costs of additional personnel, planning, orientation and evaluation. Funding for the first year was provided by the AHS Foundation--$7500.00[2] and the Martha Holden Jennings Foundation--$13,000.00.[3] Both these monies were deposited in a separate account of the Board of Education. One unique opportunity that the grant money provided was the subsidizing of twenty-six students and seven staff members to attend an October 1973 meeting in Minneapolis, Minnesota: the First International Conference on Options in Public Education. An additional $240.00 was received from the Plain Dealer Charities, Inc. to sponsor ten students for the 27th Annual Meeting and Preservation Conference of the National Trust for Historic Preservation.[4]

The initial budget for the three year project is presented in Table 2, on page 15. Explanations of some of the expenditures follows the table. Note that there is an adjustment in cost factors between the original budget (Spring 1973) for evaluation and orientation and the revised one following the summer (1973) planning meetings. Changes even in these revisions occurred after New School began its operations. The staff spent less for orientation and more for evaluation. It was decided that Center for New Schools would evaluate the 1973-74 academic year; their fee is $7,765.00.[5] An additional $1000.00 was set aside for a participant observer to be involved in the evaluation.[6]

The budgetary requests for New School activities are channeled through its Budget Committee. This committee allotted $1,000.00 to each COL for continuing orientation and planning activities.[7] Other major allocations that the Budget Committee made were $500.00 for a pamphlet on New School,[8] and $500.00 for supplies to be used at Rap-Art Center.[9] (This building is offered rent-free to New School).

BUDGET ITEMS FOR CLEVELAND HEIGHTS HIGH NEW SCHOOL (THREE GROUPS)

The CH-UH School District's budget for 1973 has been largely completed. Items provided by the School Board are noted but not costed except certificated staff. We are applying for Foundation assistance to meet most of the other items deemed essential based on a three year projection. The items are listed within categories according to priority.

Categories and Items	First year	Second year	Third year
PLANNING			
Planning, consulting and research	$ 9,300	$ 4,800	$ 1,800
Orientation	17,500	5,000	- 0 -
Evaluation	3,000	1,000	2,000
Community and field experience	2,200	1,500	1,500
PERSONNEL			
Graduate interns (2 per group)	18,000	18,000	18,000
Training for volunteers	1,000	500	500
TOTAL FOUNDATION ASSISTANCE APPLIED FOR: $105,600:	$51,000	$30,800	$23,800

ITEMS PROVIDED BY BOARD, STUDENTS AND OTHERS

	First year	Second year	Third year
STAFF (in addition to above)			
Certificated Staff	$180,000	$180,000	$180,000
Student teachers and undergraduate interns			

OTHER ITEMS

Books and supplies
Special science equipment and supplies
Three typewriters and calculator
Audio-visual production equipment
Mail slots for each student and staff
Six four drawer and 36 two drawer filing cabinets and desks tops over two drawer
Carpeting and shelves
Telephone including installation
Duplicator, mimeograph and supplies
Film rental
Audio-visual reproduction equipment
Sixteen study carrells
Darkroom
Stacking chairs and small tables

A number of the "Other Items" need not be acquired since they are already in the high school. They would simply be allocated to the New School.

DESCRIPTION OF BUDGET ITEMS

PLANNING, CONSULTING AND RESEARCH--FIRST YEAR TOTAL.. $9,300

$5,000 -	10 planning sessions during the summer to plan multidisciplinary curriculum strategies, to plan orientation program, and to organize the communities of learners. Staff paid at regular Cleveland Heights-University Heights rate of $25 per day (20 staff members).
500 -	Consultant fees in developing curriculum strategies. Rate of $100 to $150 per day plus expenses based on an estimate given by the Educational Research Council.
1,000 -	Workshop fees for staff members during the summer and the school year based on fees charged by Adirondack Mountain Humanistic Education Center for one week workshop $100) and the Alternative Evaluation Center for 4 day workshop $250).
1,500 -	In-service training throughout the year as such needs become identified--based on estimate for 5 such training sessions given by Cleveland State Continuing Education Department.
1,300 -	Descriptive transcripts and new record keeping procedures should be designed and developed to facilitate the administrative philosophy and structure of New School. Meaningful ways of reporting to parents must be developed. Colleges must be surveyed to ascertain acceptability of New School transcripts and to negotiate modifications of those transcripts. We estimate 400 hours of paraprofessional time at $3 per hour and $100 time and expenses to set up conferences with college admissions officers.

ORIENTATION -- First Year Total $17,500

$3,500 -	7 days staff orientation ($25 per day x 20 staff). Two days for old and new staff to form cohesive unit able to continue to operate on a participatory democratic basis and to appropriately divide themselves into three groups. Learning communities will later form around these groups. Five days spent with students during their orientation.
1,000 -	All facilities for above staff orientation away from hone for 48 hours based on estimate given by Hospitality Motor Inns of $42 to $45 per person. Also $150 for group trainer based on estimate given by Creative Learning Systems.
13,000 -	Orientation for students is not finally planned, but the goal is to provide an extensive experience for 450 students for 5 days which will enable them to function as a close community in designing their education. Our figure represents a little more than $6.20 per student per day.

Example of a hypothetical orientation:

3,500 -2 day session for all students stressing group processes and helping students identify their educational goals. May be held at the school on a weekend and require an overnight stay. 25 group leaders at $70 per day based on estimate of Creative Learning Systems. At the end of the session students will divide themselves into 3 learning groups.

9,500 -3 day retreat for each learning group in rural setting where real community ties can begin to form and where the communities could begin to organize themselves. Groups of 150 would go at different times or to different places. Cabin rental $40 per day for cabin holding 6 for 3 nights plus $50 per day for large meeting room was the estimate given by Punderson State Park.

EVALUATION-- First Year Total 3,000

3,000 - Consultant time to design evaluation model and complete year end report with any necessary modifications of the model based on estimates given by PACE of $150 to $200 per day and 15 to 20 days. Computor time may be necessay but no estimate is available.

COMMUNITY AND FIELD EXPERIENCE-- First Year Total 2,200

1,200 - 400 hours of paraprofessional time at $3. per hour to locate resources, set up resource bank, and coordinate use of resource people with PACE and other programs.

1,000 - Transportation fund to rent buses for day trips outside the Greater Cleveland area. 10 trips at $100 each based on figures given by Greyhound Bus Lines. [School buses are not available for trips which interfere with their pick up of elementary school children.]

GRADUATE INTERNS-- First Year Total 18,000

18,000 - 6 interns, 2 per learning group, at $3000 per intern.

TRAINING FOR VOLUNTEERS-- First Year Total 1,000

1,000 - Volunteers must understand the program and their role to have a successful instructional experience and to be of positive value to the program. Since volunteers will come in throughout the year, an ongoing training program with training materials must be developed. The figure is based on estimate given by Educational Research Council and Creative Learning Systems.

BEST COPY AVAILABLE

As a result of our summer experience in planning for the New School, we have modified our original budget. We found it necessary to increase the expenditure for evalution and possible to decrease the expenditure to orientation.

EVALUATION-- First Year Total 4,750.

the purpose of evaluation at New School is to develop a means to measure the success of the school with respect to its goals, its value in the high school and its value in the community. Presently no instruments exist which will accomplish that kind of evaluation although models are available. The process of building the evaluation necessarily involves working with consultants who have had experience with similar models. However, we are very much interested in not becoming dependent on such consultants. Therefor, the New School staff and students must be trained in working with the evaluation instruments that are developed so that the school's evaluations can become ongoing and self-generating.

This request does not take into account the need for a detailed evaluation at the conclusion fo the first three years as required by the State of Ohio.

$1500. -	Consultant time to train members of New School to be evaluatiors, to critique the evaluation model set up by New School and to help carry out the process of evaluation. Based on estimates given by PACE of $150. to $200. per day for 7 to 10 days.
2250. -	To build a successful evaluation model New School staff and students will have to visit other programs and attend alternative school workshops on evaluation. Based on cost of sending 10 students and 4 staff to International Convention on Options in Public Education, Oct. 4-6 plus preconvention visit to alternative schools in Minn., Oct. 2-4. Registration $110., 3 automobiles at 15¢ per mile $675., and sleeping bag space at $2.00 per night for 7 nights $196. Professional leave time for staff paid by Bd. of Ed. Two such conferences/workshops are projected during the year plus $300. for miscellaneous trips to alternative schools within 1/2 to 1 day driving time from Cleveland.

BEST COPY AVAILABLE

1000. - Workshop time to create evaluation model. Based on 4 staff members at $25. per day for 10 days.

ORIENTATION-- First Year Total 7,900.

Orientation is especially crucial to the success of New School. According to its proposal, New School must provide a means whereby students may divide themselves into learning communities of approximately 150 each. This requires that students become comfortable in the new surroundings of the New School and particularly that they come to know staff and other students to make a meaningful choice. Furthermore, the New School presents to most students an entirely different way of learning and a whole new set of rules and expectations. Failure to comprehend these would undermine the program at inception.

800. - 4 day sessions to allow students to get to know others to choose the community they will be a part of for a year. 3 days during regular school session (paid by Bd. of Ed.) plus 1 day intensive 10 hour session in school on Sat. 20 staff at $25. per day $500., custodial cost of keeping school open $250., and consultant time for helping to devise efficient orientation tools and procedures $50.

7100. - three day retreat for each learning group in rural setting where community ties can be formed and where the community could begin to organize itself and develop curriculum. Groups of 175 would go at different times or to different places. Cabin rental $40. per day for cabin housing 6 for 3 nights plus $50. per day for large meeting room. Estimate from Punderson State Park.

Another concern affecting first year's finances was the fact that the school district's budget for the 1973-74 school year had been determined before New School began. In subsequent years New School will be budgeted out like the other departments under Heights High School's umbrella.

---

[1] For further information contact Jan Felixson, Director of RapArt Center, 932-9497.

[2] Letter from Leland Schubert to Toni Hunter, May 10, 1973.

[3] Minutes, Budget Committee Meeting, September 20, 1973.

[4] Letter from Phil Santora to Toni Hunter, September 28, 1973.

[5] Letter from Tom Wilson to Toni Hunter, October 16, 1973.

[6] Minutes, Budget Committee Meeting,October 25, 1973.

[7] Minutes, COL 3 Staff Meeting, November 2, 1973.

[8] Minutes, Budget Committee Meeting, November 15, 1973.

[9] Minutes, Budget Committee Meeting, November 21, 1973.

CHAPTER 3

PROGRAM

Initial Organization

At the conclusion of the 1972-73 school year, the New School staff had been selected, and those students who wished to participate and had their parents' permission were enrolled. The staff, students and their parents were encouraged to attend meetings of three-one week periods during the summer to develop and crystallize the total New School program. See Appendix C for material pertaining to these meetings. Table 3, on page 22, presents the proposed agenda for these meetings. After many of the decisions had been made concerning structure and procedure, letters were sent to students and their parents informing them about New School. See Appendix D. The COL staffs also met during the summer to decide what direction each COL would take and what offerings would be available to the students. By early September, New School had a skeleton curriculum, which can be found in Appendix E.

The first two days of the 1973-74 school year were devoted to New School orientation. The sessions were planned so that students would become not only better acquainted with each other, but also better informed so as to make a valid decision in COL selection. On Thursday afternoon the students voted for the COL they wished to join.

TABLE 3

NEW SCHOOL: CURRICULUM DEVELOPMENT

The following is the agenda for New School curriculum development meetings. The tasks listed below will be spaced out over the three one week periods, June 25-29, July 23-27, August 20-24. Since we regard the total New School program as part of the educational experience of students, some tasks which might be regarded as organizational are curricular to us. Meetings will be attended by staff and students.

Exchange ideas for types of learning situations that students might be involved in.

Exchange ideas for content areas students might be involved in.

Evaluate the ideas exchanged and decide which will be implemented in the program.

Decides what constitutes a credit.

Decide how student will document his learning experiences.

Develop ways to involve students in the learning process (with particular attention to low-achievers).

Explore multi-disciplinary techniques.

Identify available resources and discuss ways of utilitizing them.

Decide what type of curriculum will be presented by the faculty in the fall.

Devise process by which that curriculum will develop through the year through student input.

Explore possibilities for curriculum organizations (e.g., Core, activity-centered, concentration areas, etc.).

Decide what types of curriculum organization the New School will implement.

Devise a system to insure that a student is getting a balanced and varied academic experience.

TABLE 3 (Cont'd.)

Devise a variety of ways by which individual students might be evaluated in their individual learning situations.

Set up a procedure by which learning groups will set up goals and objectives and have ways to evaluate them.

Plan methods of program evaluation.

As a result of the summer meetings a booklet of operational guidelines for New School staff and students will be written.

In order to be able to offer a closeness within the structure and still provide variety and strength, the maximum number who could participate in each COL was tentatively set at 150 students. Since it had already been determined that there would be an equal number of students in each COL, a voting committee was created that would try to balance the COLs. The committee consisted of a staff person from each COL, one support staff and three students who had been chosen by lot. The ballot asked for COL preference and reason for the preference: "strongly want, strongly don't want the other COL, don't care, other." Since one COL received more votes than the other, those that had circled "don't care" were placed in the COL receiving less votes. More equalizing was necessary. The committee made placements by weighing in favor of the answer "strongly don't want to be in the other COL" and finally by the comments made on the ballot.

Once the COLs were assigned, each community met in large group meetings to discuss the COL structure and curriculum, to register for classes and to choose HomeGroup advisors. Student led learning groups were formed soon after school started.

Parents' Role

Throughout the initial stages of its existence, New School sought parental help in formulating objectives, directions and procedures. The Parents' Committee had evolved during Flex; since many Flex students entered New School, the parent group continued its involvement with New School. Following is an excerpt from a speech given by Joan Dowling, a New School parent at the 1973 Fall Open House:

> A bit of background on how the Parents Committee evolved may be helpful. In the summer of 1972, on Sunday, July 3rd to be precise, the nucleus of a new parent support group met in emergency session with some Flex staff and recent student graduates in order to set up negotiations between Flex, the school administration and the School Board. An issue was the addition of a science teacher to the Flex staff who would enable expansion of the Flex curriculum beyond English and Social Studies. The administration had promised such an appointment, but it had not been provided. When negotiations were successfully completed and a science teacher assigned, the supportive parents group continued as a committee. During the past year, 1972-73, we have:
>
> 1. Provided communication between parents and the program by holding a series of small, informational meetings for 400 sets of parents.
> 2. Compiled a vocational resource list.
> 3. Provided secretarial services, prior to the appointment, this year of our competent secretary-and parent-Ellie Weld.
> 4. Participated in the three week series of summer planning meetings where we worked with staff and students to reorganize and further individualize the program into COLs. Parental contributions were valuable.[1]

During the three week summer planning sessions, parents stressed the need for evaluating not only performance but also the skills acquired.

The Parents Committee has worked as an interpreter of New School and as a recruiter for new volunteers. At the school open house questionnaires were passed out to New School parents in hopes of increasing parental involvement. See Appendix F. Sixty to seventy responses were returned. Since then, the group has been in limbo. It is having difficulty attracting new parents. The present leadership is too busy and no one new has come forth. It is hoped that more parents will become active in the group since the Committee has been requested to help interpret New School to colleges and assist in fund raising. On January 23, 1974 the Parents Committee became a member of the Board of Review on Fund Raising representing New School.[2] Thus began its process of formal recognition as a group within Heights High School.

Administrative Organization and Procedure

In structuring itself into Communities of Learners, New School adheres to its philosophy by offering options within its framework. Staff, students and curriculum in each COL define the learning approach of that community. Consequently, COLs which are different from one another exist and permit the student to choose the learning style he wants.

A COL is comprised of students and its own staff. This community meets once a week, preferably on Monday or Friday, in order to discuss problems arising within the CCL, projects, rules, announcements, out-of-COL complaints, and also to socialize and to receive HomeGroup reports of each student's attendance and weekly schedule.

Each student and staff member belong to a New School homeroom called "HomeGroup." The HomeGroup is described as follows:

> Each member of the COL will be a member of a HomeGroup with a teacher in the HomeGroup identified as HomeGroup Advisor. Each student will have a choice of a HomeGroup in his/her COL subject to the limit on the maximum number in any HomeGroup set by each COL.
>
> Initially, each New School teacher will be assigned to a different HomeGroup in his/her COL. Support staff will be in

> HomeGroups about one-fourth the size of the other teachers' HomeGroups.
>
> Each HomeGroup Advisor will get to know the HomeGroup members well enough to counsel each student-member as an individual and as a member of the HomeGroup.
>
> Each HomeGroup may develop its own rules for government, agenda and program of activities subject to the rules of the CCL.[3]

All tasks traditionally considered to be homeroom or advisee group tasks are now the responsibility of the HomeGroup. HomeGroups meet every week so as to allow the students and advisor to carry out the following functions:

> Foster continued development of basic skills.
> Take attendance.
> Transmit announcements.
> Take care of routine general Heights business.
> Administer tests and evaluation materials.
> Check weekly each student's weekly schedule, journals, course sheets and evaluations and credits earned to date.
> Discuss and implement CCL decisions.
> Encourage students to balance and enrich curriculum.
> Deal with disciplinary problems.
> Provide preliminary college and vocational counseling.
> Maintain relationships with parents.
> Help students in relation to courses and underwriters.
> Help students find learning activities and resources.
> Give grades at conclusion of each 1/2 unit (about 60 hours).
> Other purposes and responsibilities noted throughout the Manual of New School Procedures.[4]

Even though New School has its own curriculum, staff, budget and geographical identity, it is still considered to be under the aegis of Heights High School. Final authority for the program, therefore, lies with the Office of the Administrative Principal of Heights High. Students are subject to the authority of a unit principal when a problem arises concerning over-all school discipline. At Heights High

School there is one unit principal for each traditional grade level. Each COL has selected a "conduit" person from its staff who will channel information to and from the Administration at Heights High.

The Assistant Administrative Principal for Curriculum and Supervision is responsible for the supervision of New School, yet there is no internal Director. General rules had been established for New School both by the proposal and the 1973 summer planning sessions, but the concept of New School dictates that each COL be as self-governing and free from central authority as possible. Thus there is shared leadership.

Decisions are made for each COL during the weekly COL meeting or by COL government. This body consists of a representative from each HomeGroup and two staff members of the COL. InterCOL government discusses problems affecting New School generally. Initially InterCOL government was for students only, but the group was not functioning as had been intended. Since students and staff are involved in the decision making, it was felt that students should be invited to InterCOL staff meetings. This partnership recently, in January of 1974, became the new InterCOL government. Representatives from each HomeGroup in both COLs and staff from each COL comprise this group. In either governing body students and teachers have equal voice in the decision-making process.

Since New School students are Heights High students, they enjoy the rights, but must also assume the responsibilities of traditional students. They may participate in the extra-curricular activities offered in the school; however, when they are engaged in an activity outside of New School they are subject to the rules and regulations of the place where the activity occurs. Refer to Student Questionnaire, Question No. 11.

Ohio's compulsory attendance law requires each student to be physically in attendance in school or actually engaged in an accredited field learning experience, during six hours each school day for 180 days. New School students, therefore, must be physically present in the high school building or where his individual weekly schedule indicates he'll be. A student's attendance is recorded during the HomeGroup meeting. Any student who is absent during that meeting is considered absent not only for that day but also during the previous four school days, unless the student can document his whereabouts or has informed the HomeGroup advisor of his presence.[5] If the Advisor doesn't know where the student is, he is to find out as soon as possible why the student was absent. The Advisor reports the weekly absences to the New School Coordinator who keeps an attendance register for each student.

At the end of the first semester, twenty-five students returned to the traditional program. While admittance to New School takes only student desire and parental permission, the exit requires a four-step procedure. The HomeGroup Advisor talks the problem over with the student in hopes of helping his adjustment in the program. If the student is still unhappy, the Advisor meets with the parents. If both the parents and the student believe that the student would function much better in a traditional learning environment, then the Advisor sends a note to the Assistant Administrative Principal for Curriculum and Supervision stating that New School is not meeting the student's needs. The principal then approves the transfer and the student returns to the traditional program.

Curriculum

The New School courses are generally described as "core" because they are built around a central idea and multi-disciplinary because more than one traditional academic discipline is involved in the learning. The intent of the curriculum structure is to offer courses in the following areas: (1) communicating in the human world, (2) solving the world of problems, (3) surviving in the real world, (4) creating a world of beauty. Each COL is responsible for giving students experiences in each of these areas, though the specific content of the curriculum is an individual COL decision. All curriculum aims at a mastery of basic skills, while still providing for individual differences. The skill objectives as listed in the proposal apply generally to New School curriculum; specific skills depend upon the course objectives. A listing of these follows:

1. Develop written and oral communication skills.
2. Develop listening and observing skills.
3. Demonstrate mastery of arithmetical computation skills.
4. Solve problems requiring the use of abstract symbols.
5. Solve problems requiring a concept of spatial relationships.
6. Experience and develop mastery in a variety of speaking situations.

7. Through numerous written assignments and opportunities for verbal expression, demonstrate understanding of practical grammar and vocabulary.

8. Demonstrate comprehension of the material in a reading assignment by writing a coherent explanation or verbally communicating the major hypothesis and data.

9. Demonstrate a knowledge of the scientific method and its uses.

10. Given a problem, identify the data, formulate a hypothesis, research the area, objectively and critically analyze the data obtained using inductive and deductive reasoning to evaluate the hypothesis.

11. Demonstrate satisfactory laboratory procedures applicable to an area being studied.

12. Demonstrate the ability to develop, set up and carry out an experiment appropriate to the solution of a problem.

13. Given an area of study, contact resources in person, by telephone or letter, obtain information through research, organize that information and present it to the group.

14. Become acquainted with and develop the language needed in working with special areas of study such as math, history, science and art.

15. Students of a foreign language will be able to speak, read and understand it. They will appreciate and know its structure and the culture in which its use is most prevalent.

16. Demonstrate an understanding and ability to apply concepts of form, color or tone, material, texture, relationships and movement in the arts.

17. Demonstrate muscular or motor skills, some manipulation of material and objects, or some acts which require neuromuscular co-ordination.

18. Given a piece of literature, identify its type, note the characteristics of the period in which it was written, list characteristic items of style and show insight into its meaning through discussion and written analysis.

19. Identify and make use of the understanding of the relationships existing between bodies of knowledge.

BEST COPY AVAILABLE

20. Integrate the technique used by various disciplines in the solution of problems.

21. Identify the dynamics of a group situation and describe alternative means of dealing with it.

22. Complete adequately a college application, job application, tax forms, etc.

23. Demonstrate cooperation and understanding of individual differences in ideas and feelings among members of the group.

24. Demonstrate an understanding of human relations, group dynamics, and communication skills by using them in learning situations participated in or created by the student.

25. State those additional life skills a student believes necessary, devise a plan for mastering them and demonstrate mastery in a given time period.

26. Given the opportunity a student will demonstrate his responsibility for learning by independently or as part of a group participating in curriculum initiation and development and assisting in the organization of the COL.[6]

To build these skills, courses are structured in two ways. Courses are structured to be either "Building Block Courses" (BB) or "Trolley Car Courses" (TC). BBs require the student to begin with the course and stay for a designated period of time in order to receive credit; TCs are those which allow a student to get on and off at any time even though some background studying might be necessary to bring the student up to date. Courses may be started and terminated in different ways:

Starting A Course

Staff persons start a course by offering it in writing to students in one COL. Support staff only may offer a course to either COL (but in separate meetings). The written offering will contain enough information so that each student who takes the

> course can do a course sheet using that information plus any additions special to that student. These might include special skill goals, content or individual kinds of evaluations. (See Appendix G for an example of teacher offerings).
>
> *Students* start a course by making out an overall course sheet containing the same information as in an individual course sheet PLUS (1) designating a liason student (usually the one who starts the course or teaches it) who will be responsible to know what's going on in the course, (2) designate a teacher-underwtiter who will agree that the learning experiences contemplated can be accredited, and (3) work out a reasonable process whereby the underwriter and those taking the course may maintain periodic contact about what's going on in the course. (See Appendix H for example of student offerings).
>
> *Other persons* (resources, parents, etc.) can initiate a course by contacting a student or staff person who will sponsor the course according to the above paragraphs.
>
> *Independent study* can be started by a student upon completion of an individual course sheet underwritten by a teacher.
>
> *Terminating a Course*
>
> Courses automatically terminate by completing the work called for in a course sheet or according to criteria set up in the offering or COL rules.
>
> Courses can terminate earlier by bringing the matter up before the COL according to COL rules. This can occur if:the group stops meeting; the course is obviously failing to meet the goals of the participants; the group leader is no longer available; any other reason acceptable to the COL.
>
> COLs must decide upon the method for determining credit earned by students in courses that terminate early.[7]

If a New School student wants to take a specific course which is not available in his COL, he may take that class in the traditional program. Until January 24, 1974, no student was permitted to take a course in another COL. At that InterCOL meeting a motion was passed that allowed this exchange providing that:"Such activity must not work to the detriment of the sense of cummunity within each COL; such activity must not make time demands upon teachers in the COL to which the student does not belong."[8]

The amendment to the motion added that the student's HomeGroup Advisor, accepting teacher and an underwriter in the student's own COL must sign his course sheet.

In regard to course materials used, it is felt that the variety of learning experiences and methodology utilizes many different kinds of materials. Whereas traditionally, selection and materials used requires School Board approval, New School has been given the freedom to use materials according to the following policy:

> Materials used in the program are used in particular learning situations. While all students will be participating in learning situations no individual student will be required to participate in a given learning situation, hence participants can be considered volunteers. Many seminars are developed by or with students. To protect the genuiness of their participation in content development and the open-endedness of the curriculum the Board of Education should allow the New School to depart from the usual procedure for approval of materials. Each student in the New School should be allowed to use material on the basis of parental permission. Parents would have three options: (1) general approval, (2) general approval with a request to be kept informed, or (3) specific approval as each situation arises.[9]

New School procedure requires the student to complete course sheets. In order to gain approval for courses, the student must use the following procedure for completion of the course sheet.

> No student's learning experience in New School can be validated without a course sheet. Unless the requirements for a course sheet are met, no New School credit may be earned.
>
> Each New School learning experience is individual to the student engaging in it. Thus individual course sheets are essential.
>
> The course sheet MUST contain:
>
> 1. The name of the student, course and teacher/underwriter.
> 2. When appropriate, the name of the course teacher, student liason, or resource.
> 3. Description of the course including goals, content and skills involved.

BEST COPY AVAILABLE

4. Means to evaluate the extent to which goals were reached.

5. The method of figuring credit for time spent in the learning experience contemplated by the course.

6. Whether field learning experiences may be involved and a specific statement concerning extended field learning experiences. (See Table 4). (Course sheet for offerings held at RapArts is located in the Appendix I).

The course sheet must be signed early in the learning experience and at least 3 days before the commencement of an extended field learning experience by the student, underwriter and student liason or resource where appropriate as well as the student's parent or guardian in required cases such as extended field learning experiences.[10]

Each student must have his learning experiences recorded in the weekly schedule which is explained below: (See Table 5, page 37)

At their weekly HomeGroup meeting, students will develop with other HomeGroup members and the HomeGroup Advisor a schedule of learning activities for the week. Each school day in the week must include at least six hours of accredited learning experiences or in-school time.

Accredited learning experiences for the purpose of complying with the foregoing requirement includes the following: time spent traveling to and from the place where the experience will take place, time spent at the learning experience that is not fully counted for accrediting purposes (practice at a music studio, sleeping at a campsite, canvassing for a politican, etc.) and normal meal times.

Each student will retain a copy of the weekly schedule, a copy of which will be retained by the HomeGroup Advisor, and one will be filed with the New School Secretary. The weekly schedule when filed is official. It may be altered only if both the New School Secretary and the student's HomeGroup Advisor are informed in writing of the change. A simple note will do.[11]

In addition to these procedures for courses, community resources are considered a vital part of New School. New School students are encouraged to utilize the Greater Cleveland Community in one-third of their learning experiences whether the learning experience and/or resource is located in or out of the school building. Since resources

BEST COPY AVAILABLE

NEW SCHOOL - HEIGHTS HIGH SCHOOL

COURSE SHEET

TABLE 4

NAME: ____________________ DATE: ____________

HOMEGROUP ADVISOR: ____________________ EXPECTED COMPLETION: ____________

NAME OF LEARNING EXPERIENCE ____________________

TEACHER UNDERWRITER ____________ STUDENT LIAISON ____________ (IF THERE IS ONE)

COURSE TEACHER ____________ RESOURCE ____________ (IF THERE IS ONE)

COURSE CONTENT

GOALS:

ACTIVITIES:

SKILLS INVOLVED:

MATERIALS: (BOOKS, FILMS, MAGAZINES, ETC.)

MEANS OF EVALUATION:

CLASS SCHEDULE ____________________ CREDIT ____________

STUDENT ____________ TEACHER UNDERWRITER ____________

PARENT ____________ (IF NECESSARY) RESOURCE ____________ (IF NECESSARY)

TABLE 5

NAME ________ ______________________

NEW SCHOOL HEIGHTS HIGH SCHOOL
WEE _Y SCHEDULE

BEST COPY AVAILABLE

	MONDAY (DATE) / /	TUESDAY (DATE) / /	WEDNESDAY (DATE) / /	THURSDAY (DATE) / /	FRIDAY (DATE) / /	WK. END (DATE) / /
EARLIER						
8:00 - 9:00						
9:00 - 10:00						
10:00 - 11:00						
11:00 - 12:00						
12:00 - 1:00						
1:00 - 2:00						
2:00 - 3:00						
3:00 - 4:00						
LATER						

may be people or institutions represented by people, it is hoped that the student learn not only the skill involved but also about the resource and the opportunities it represents. The practical learning aspects of using the community as a school require the student to use his skills to locate and contact resources. A Resource Bank initiated by the parents' group and maintained by the New School Coordinator helps the student do this. The procedure for this is described as follows:

> Before contacting any resource, the Resource Bank must be checked for available resources as well as potential resources who have expressed only limited interest or no interest in getting involved with New School.
> The student should also become familiar with responsibilities of teachers and resources set forth in the Manual.
> The course sheet should be quite clear about the work of the student and the student should ensure that the resource is likewise clear in understanding the student's responsibilities. The course sheet should be completed in the usual manner; however it must be signed by the resource in addition to the student and teacher-underwriter and, in case of resource-out experiences by a parent or guardian.
> The student has a definite responsibility to attend the resource when scheduled and on time and to comply with special rules of the resource (safety, dress, etc.). A failure to comply with this requirement may spoil the chance of other students to use the resource. A failure to attend is not only bad public relations but also constitutes truancy.
> Before terminating a resource learning experience, the student must notify the resource in writing so other students may be prepared for. It's also polite.
> The method of awarding credit should be clearly stated.
> The resource, if an institution, should designate a person who will sign the student's course sheet and become thereby the liason with New School for that student's learning experience covered by the course sheet.
> The resource should be sure that the experiences agreed upon in the course sheet can be followed by the resource and are agreed to by all parties. It should clarify all aspects of the course sheet agreed upon which bear upon the student's experiences from an educational point of view.

The student should be advised (in the course sheet if possible) of any rules regarding time, attendance, dress, safety, etc.

The resource should share in the evaluation of the learning experience.

Where the student also works for the resource, the course sheet should carefully state the areas and times on the job which constitute an educational experience that can be accredited.

The teacher/underwriter or a resource learning experience assumes staff responsibility by signing and approving the course sheet as an accredited educational experience. He or she should provide orientation for resources who will have long term or frequent contact with New School students.

The teacher/underwriter is required to maintain regular weekly contact with the student. Regular weekly contact will be maintained with the resource during the early part of the learning experience. Once the teacher/underwriter is satisfied that the student and resource are in clear agreement about the responsibilities of each and about the goals and content of the course itself, less frequent (but at least monthly) contact may be maintained.

The teacher/underwriter should share in the evaluation responsibilities with the student and resource. The teacher should assist the student to have a successful and meaningful resource learning experience but should also be aware of the prime importance of fostering independence in the student.

Extended field learning experiences are accredited field learning experiences that last overnight or longer. To be accredited, an extended field learning experience must be specifically provided for in a course sheet signed at least three days before the date set for the commencement of the experience by the student, teacher/underwriter and student's parent or guardian.

The student's parent or guardian will be notified at least three da s prior to the actual start of the experience of the following:

1. the destination, times, dates, adults and other persons other than New School students who will be in attendance, the purpose of the trip, emergency phone numbers, mode of transportation, required equipment and/or safety precautions, and cost, if any.

2. a list of students going on the trip will be in the possession of the adult or persons responsible.

3. at least one adult or other responsible person experienced in the activity will accompany the students and this fact will be communicated to parents or the student's guardian.[12]

A system of granting credits has been developed by the New School staff. An explanation of the meaning and purpose of credits follows on next page.

Credit in school for a student's work is a way of describing what the student has done. Its primary importance is to record that the student has met mimimum standards of graduation.

These are (including 9th grade):

English	4 units of credits
American History and Govt	1 unit of credits
Social Studies Elective	1 unit of credits
Mathematics	1 unit of credits
Science (lab not req'd.)	1 unit of credits
Phys Ed. and Health	1.5 unit of credits
Electives	8 units of credits
Total Minimum for Graduation earned after 8th grade	17.5 units of credits.

We used the peculiar term "units of credits" to emphasize the nature of a credit. It implies hourly credits approximating 120 hours of instruction or the equivalent per unit for graduation. Therefore the term "units of credits" means units for graduation equal to approximately 120 accredited instructional hours each (or the equivalent).

Credits in New School will be multi-disciplinary and are earned by completing courses (accredited learning experiences). The content of the learning experience and the time spent at it each figure heavily in arriving at the amount of credit earned. Where the content is the actual learning of something, an hour's time spent will usually receive an hour's credit. Where the content involves the perfecting or practicing of a skill already learned in its basic form, an hour's time will usually receive less than an hour's credit.

For example, time spent learning to play soccer would normally be credited hour for hour. However, time spent practicing the soccer skill already learned in its basic form might receive one half hour credit for each hour spent. Another example: time spent learning some basic rules about biology would normally be credited hour for hour. However, time spent in the lab perfecting the knowledge about the rules might earn two thirds hour credit for each hour spent.

Time spent at a task in which the learning experience is a part but not an essential part might earn one quarter hour credit for each hour spent; whereas time spent wholly incidental to or in preparation for a learning experience might earn no credit. An example of the former would be running off leaflets for a political candidate, and of the latter, traveling to a resource.

Whenever the number of course-work hours credited to a New School student aggregate at least 60 hours, the student is entitled to receive one-half unit of New School Credit.

> The student and HomeGroup Advisor will jointly evaluate the student's overall New School performance leading to that one-half unit of credit. Thus, the student always has a chance to see and respond to a HomeGroup Advisor's evaluation before any evaluation becomes official. An evaluation of a unit of credit must summarize the course-work and journal entries upon which it is based and a copy, together with the grade (unless other option has been elected with parent permission), must be filed with the School Secretary.
>
> Not more than 4-1/2 units of credit may be earned during any school year whether or not entirely earned in New School.
>
> Not more than 1-1/2 units of credit may be earned during any school year at outside resources.
>
> Not more than one unit of credit may be earned during any school year in Heights High courses taken outside New School.
>
> Note: The above maximums may be exceeded in special cases if ADVANCED arrangements are made with the HomeGroup Advisor.[13]

The Student Journal serves to document student learning activities for which credits are received. The Student Journal is described as follows:

> The documentation of credit in New School involves three records: (1) Student Journals, (2) Course Sheets, and (3) Student Evaluations. This section deals with student journals. (Refer to Table 6)
>
> Time spent working on accredited learning experiences or in connection with such experiences (like traveling to a resource) MUST BE DOCUMENTED in a student's journal which is like a diary. If a student fails to document or journalize some work not only can no credit be granted for the work, but the student might be considered truant during that time period.
>
> The journal for each week must contain:
>
> 1. What accredited learning experiences the student engaged in during the past week and where it took place.
> 2. The time spent on each activity engaged in during the past week.
> 3. Time spent toward lab course credit should be specially noted if possible.
> 4. The fractional equivalent of time spent which is not credited hour for hour spent should be noted as well as the actual time spent. Example: "canvassed the neighborhood from 5:00 to 8:30 p.m. for members for Common Cause in 'Politics, U.S.A.' seminar. Credit (@ 10 min/hour spent) = 35 min."

TABLE 6

SAMPLE JOURNAL - NEW SCHOOL

This is a suggested way of keeping your journal. You may do it any way you wish, as long as you:

1. Have a journal entry for every learning experience you wish to receive credit for.
2. Record the Hours spent in each activity (record lab hours separately).
3. Keep all copies of your weekly schedule.

Keep your journal carefully. It's your credit insurance.

Sept. 28, 1973

Credit Hrs. "John's Creative Thinking" class 9:00 to 10:30; discussed
1.5 Einstein essay on "Creativity." Lee Rd. Library until 2:00
doing research for paper on the history of the United
2.0 Farm Workers for Mike's "Labor Revolution" class. Did
about two hours work altogether. Mary's "diet and Your
Body" class 2:30 to 4:00; ran the final tests on the
1.5 effects of diet on blood chemistry. After supper to the
Lab UFW office and helped run off some leaflets. Mike agreed
that any time I spent working there would go toward
credit in "Labor Rev." according to the formula; four
0.5 clock hours - one hour of credit. Spent about two hours
at UFW

> While the journal may seem complicated and a nuisance, it is an approved manner of allowing New School students the freedom they have. Other methods of accounting for time will be explored to improve the system.[14]

Student evaluations are given at the conclusion of courses.

A description of this process follows:

> The HomeGroup Advisor and student are required to assign a grade to each full unit of New School credit as earned up to four units and to each one-half unit earned thereafter. The grade is to accompany the written evaluation by the HomeGroup Advisor and student of the unit of credit.
>
> Both the student and HomeGroup Advisor must be involved in the process of assigning a grade and all pertinent data must be considered (course-work, journals, performance in the COL, etc.)
>
> Periodically grades with evaluations will be reported to the parents or guardians of each New School student. Arrangements will be made with the Administrative Principal's Office regarding computer reporting. Supplementary Progress Reports should be sent whenever appropriate by either the HomeGroup Advisor, teacher/underwriter, HomeGroup members, or others. New School persons are urged to report outstanding matters to the home of New School students--both good and bad--with a view to keeping the home informed and involved.
>
> Letter grades will be given unless the student, with parent or guardian permission opts for "satisfactory-unsatisfactory" or "pass-no fail" instead.
>
> Each accredited learning experience of a student will be evaluated when his/her course-work is completed. In some cases more frequent formal evaluation may be indicated.
>
> The work will be evaluated by the Student and teacher/underwriter (as well as a resource or other person if appropriate). The evaluation method must always provide the student a chance to see and respond to a teacher/underwriter's evaluation.
>
> Each evaluation will be filed with the course sheet for that learning experience and a copy forwarded to the student's HomeGroup Advisor. No grade is required with a course-work evaluation. The evaluation will state the number of hours to be credited to the student.[15]

In student led courses the student as teacher writes the evaluation, but the underwriting teacher must see it and is the one who grants credit.

> The transcript summarizes and verified officially the kind of quality of activities the student engaged in.
>
> When a student terminates a course or completes a learning experience, the course sheet, evaluation sheet and summary of journal entries of the course will be summarized in a transcript report. The report will contain a grade if a unit of credit has been earned (half unit in some cases). It will show credits earned to date as well.
>
> The transcript report will be used for reporting (a) to parents or guardians, (b) colleges, (c) and other appropriate groups authorized by the student. The form of report may be somewhat different depending upon the nature of the information desired by the recipient. It will also be used to verify credits earned toward units for graduation and diploma.[16]

This grading procedure for New School students does not apply to credits received outside of New School. These are handled in the traditional way, with a copy forwarded to the HomeGroup advisor. The actual process of student evaluation within New School may be conducted in several ways. COL 3's process is one example of how this procedure was handled. Students had approximately a two week period to receive evaluations from each of their teachers. At the conclusion of this period, the COL cancelled classes so that each student could meet with his HomeGroup Advisor to discuss the evaluations. The Advisor then compiled the evaluations to be included in the student's folder and to be sent home. (See Table 7. See Appendix J for additional).

The varieties and scope of courses allow for diverse methodologies on the part of students and faculty, thus providing for alternative learning styles and environments within an alternative program. A further insight into methodology will be obtained in Chapter 4.

BEST COPY AVAILABLE

TABLE 7

NEW SCHOOL REPORT TO PARENTS

Student [redacted] Date 1/30/74

Homegroup Advisor [redacted]

Course	Teacher Resource Underwriter	Credit Hrs. Completed
FROM PREVIOUS EVALUATION: 11/20/73		
ADVANCED ALGEBRA	[redacted]	30
FRENCH LITERATURE	[redacted]	30
ISRAELI DANCE	[redacted]	8
COMPARATIVE RELIGIONS	[redacted]	19
GUITAR	[redacted]	32.5
JEWISH LITERATURE	[redacted]	10
SAILING	[redacted]	15

CURRENT EVALUATIONS

FRENCH LITERATURE [redacted] 30

[redacted] has read "La Peste" but has not yet written her paper. She has also read "Carmen" and has submitted avery acceptable paper on it. She seems to be acquiring a real ability to read French.

COMPARATIVE RELIGION [redacted] 16

[redacted] has continued to be an active member of the class. She has heard all the speakers except the Christian Scientist. [redacted] has been an attentive listener and an active questioner with both speakers and class discussions. I feel she is showing a committment to the class.

PSYCHOLOGY (independent) [redacted] 36

[redacted] has done all the reading for the class and has done considerable reading on her own. I feel she has taken responsibility for learning about Freud and dreams and multiple personality. [redacted] seems to be able to express herself well verbally, listen and also to understand and explain concepts. I enjoyed the meetings we had together.

FINNEGAN'S WAKE [redacted] 20

This class meets 3 hours per week, but [redacted] does significant outside reading to justify 4 credit hours per week. [redacted] and another student together present a tremendous amount of information to the other members of the class. [redacted] preparation and participation have been major factors in making the class meetings interesting and worthwhile.

ADVANCED ALGEBRA [redacted] 20

[redacted] has continued to do an outstanding job. She always attends, has her assignments prepared and is enthusiastic. Her understanding is excellent and her retention is good. We covered most of the topics in a traditional algebra course along with some basic trigonometry and matrix theory. It was a pleasure working with [redacted]

HESSE [redacted] 36

[redacted] attended all classes and helped to make her discussion groups work successfully. She read 5 books (two more than required) and wrote one paper on Demian which needed development. Overall, she made positive contributions to the class, but feels that because of the low interest level on the part of the other students, she learned most on her own.

KARATE [redacted] 12

(self-evaluation) I went to class regularly and put forth effort in all the exercises. I feel the class was a success for me.

CURRENT EVALUATIONS

INTROSPECTIVE WRITING [redacted] 33

[redacted] was a major influence in making the class sessions successful for some students. She was constantly involved in criticism of other students' papers, which proved valuable to those students. Her skill in handling the interior monologue format continued to develop considerably. She improved in her use of dialogue and specific images. She still has problems sometimes developing narrative or descriptive sections but has shown great improvement here. [redacted] writing shows depth of introspection.

GUITAR [redacted] 35

In the last evaluation, I stated the kinds of things that [redacted] was working on. We've been continuing in the same vein and [redacted] has done very well. The only alteration from our previous course is perhaps a bit more sight-reading (in which [redacted] does very well.)

TOTAL EVALUATED HOURS: 381.5

CREDIT TO DATE: 3 units
GRADES: unit I: A
unitII; A
unit III: A

[redacted] has completed her graduation requirements.

BEST COPY AVAILABLE

FOOTNOTES

[1] Excerpt from Joan Dowling's speech to New School parents at Fall Open House.

[2] Parents' information received from Joan Dowling.

[3] "The Complete Manual of New School Procedures at Cleveland Heights High School, 1973-74," p. 10.

[4] Ibid., p. 11.

[5] Memo to all New School teachers regarding reporting weekly absences from Ellie Weld.

[6] New School Proposal, pp. 4-6.

[7] Manual, p. 13.

[8] Minutes of InterCOL Meeting, January 24, 1974.

[9] New School Proposal, p. 7.

[10] Manual, p. 14.

[11] Ibid., p. 16.

[12] Ibid., pp. 30-33.

FOOTNOTES (Cont'd.)

[13] Ibid., pp. 19-21

[14] Ibid., p. 15.

[15] Ibid., pp, 22, 18, 23

[16] Ibid.,

CHAPTER 4

STUDENT AND TEACHER INTERVIEWS

Staff

New School proposal described the anticipated staff in general terms:

> At least the equivalent of three and one-half full-time teachers during 1973-74 and four and one-half or more full-time teachers during 1974-75 will be assigned to each COL. Certificated staff who work part-time in Flex may be substituted on an equivalent basis for one or more full-time staff positions. All staff must be involved in the total program. Staff presently serving in Flex will again be utilized, if possible. New staff should be chosen with an eye toward increasing the variety of interests and teaching skills.[1]

It further stated that the selection would be based upon the candidate's "expressed sensitivity to and compatibility with the goals, objectives, philosophy and process of the program."[2]

In the Spring of 1973 Mr. Matava, principal of Heights High School told his entire staff about New School. He invited any staff member who might be interested in the program to attend meetings explaining the new alternative. Several preliminary meetings were held to answer questions, discuss New School and weed out those teachers who felt they couldn't function in the new environment.

The suggested criteria for staff selection were: a balance in talent and certification to ensure a wide variety of disciplines, commitment as exemplified by past performance of willingness to work, probability of flexibility and compatibility. With these characteristics in mind, Mr. Matava and Miss Van Sickle, Assistant Administrative Principal for Curriculum and Supervision, made the staff decisions.

Once the staff was selected, it met to map out the first year of New School. The teachers discussed their feelings about staff appointments, grading options, procedures for course scheduling, time requirements as established by the state, current attempts for funding and student involvement in the decision making process. Sheets listing individual staff skills, areas of interest and questions about the program were also passed out.[3] (See Appendix K for examples of teachers' areas of interest and questions). At their next meeting the teachers arbitrarily divided into three smaller groups in order to facilitate the discussion about how New School would be subdivided and criteria for that division. They then reconvened to present the sub group suggestions. It was decided that each group or COL should have a balance of offerings, staff compatability, and equality of total staff time. Two staffs emerged.

Some characteristics of the staffs are: COL 2 teachers have taught an average of six years; COL 3 teachers have taught an average of seven years; the support staff have taught an average of fifteen years. All the teachers have certification. In COL 2 four teachers have a master's degree; one is doing graduate work; one is an attorney and working on his doctorate. In COL 3 two teachers have their master's degree; one is doing graduate work; one has six hours in special education; one had been a Vista volunteer for a year.

There are three full-time teachers in New School, two in COL 2 and one in COL 3. The rest of the staff are part-time; they teach several traditional classes, preferably in the morning so as to allow for a big afternoon block of time in New School. Most New School staff members also have a duty assignment; staffing the Tiger's Den. There are four support staff members who work with both COLs, offering art, music, industrial arts and black/white dialogue. Each one has a HomeGroup, but they can't spend as much time in New School as the other teachers; therefore, they have little opportunity to come into contact with the rest of the staff and students.

Two Days In The Life Of A Full-Time New School Teacher

Monday

8:30 - 9:00	Duty in Tiger's Den
9:00 - 10:00	Chemistry
10:00 - 11:00	HomeGroup Meeting
11:00 - 12:00	Ernest Hemingway
12:30 - 1:30	Physiology
3:00 - 4:00	Health

Thursday

8:30 - 10:00	Animal Behavior
10:00 - 11:00	Energy Crisis
11:00 - 12:00	American Indian
12:30 - 1:30	Physiology
2:00 - 3:00	Genetics

New School also has a coordinator whose salary is paid for by the funding agent. In the request to the AHS Foundation, the need for a coordinator is stated as follows:

> ...To keep the education process flexible and responsive to student needs we have to develop and utilize techniques which differ radically from those of the normal school. Some of these procedures are flexible scheduling, descriptive reports

> to parents, descriptive transcripts, use of community people as teachers and use of the community as a classroom. All of these procedures are not "efficient" in the usual sense of the word. They are very time consuming, but we feel they are educationally effective. The success of many of them in the first year hinges on being able to hire a paraprofessional.[4]

The job description for this position was written before New School commenced.

> Job Description
>
> New School needs a person to act as office coordinator, secretary and staff aide. Specific tasks would include keeping tract of student credits and accumulating a transcript; coordinating periodic descriptive reports to parents; making phone contacts with speakers and outside resources and coordinating their use; setting up and maintaining a file of colleges interested in alternative programs; contacting colleges to determine the acceptability of New School credits and adjusting the information sent them based on their needs; coordinate communication between COLs and post notices of meetings, etc.; prodding staff to keep appointments and return calls; keep bulletin boards up to date; check newspapers, t.v. guide, local calendars of events for educational useful items; guide students in office skills; and generally run the New School office.
>
> Approximately 20 hours a week on a flexible schedule.
>
> Qualifications: Able to type accurately at moderate speed; able to use telephone efficiently; high tolerance for noise and confusion; ability to relate to students; strong, open personality able to hold its own among diverse personalities and in sometimes ambiguous situations; positive attitude toward minority groups and liberated idea about how an office is run; any age; either sex; any race.[5]

The coordinator has found that many of the tasks are performed by the Home Group Advisor. She is, however, responsible for recording attendance and getting New School procedures to conform to those of the total high school. She is trying to make her job more creative, make information more accessible to students, and help New School operate more smoothly. She will type for either COL or for New School, but not for individual staff or students. For the first semester the coordinator was located in the Third Floor COL's office; she moved to COL 2 for the second semester in order to be acquainted with both COLs. She would like to do bibliographies for projects since she is a trained librarian and would like to establish more communication between colleges and New School. She also serves as liason to the Parents' Group. Her salary is based on a secretarial rate, and she is considered to be a secretary without any professional authority by the administration of Heights High School. New School calls her a coordinator and considers her to be an integral part of the program.

Originally, additional staffing was to be provided by interns and student teachers, but this idea is being held in abeyance for the present time. Currently there is a ratio of twenty teachers to 300 students, so there is no need for the extra personnel. Also the perspective graduate interns from the Universities of Massachusetts and Indiana were placed into programs closer to the universities. The third reason affecting this decision was the lack of money to pay for the interns. Student teachers, moreover, are hard to find because, according to one of the teachers, some colleges consider alternative programs too risky at the present time. The incentive to find graduate interns and student teachers might come next year if New School has more of a full-time faculty; this means that there will be less staff in the program and an increased need for more personnel.

Reactions By Teachers from COL 2

COL 2 consists of two full-time teachers, six part-time teachers and approximately 150 students. The average age of the faculty is forty years. A questionnaire designed to gain information about COL 2 was passed out to the teachers and individual interviews were held in order to assess teacher attitudes about New School. (See Appendix L for Teacher Questionnaire form). The questionnaire yielded the following information:

The main objectives of COL 2 were seen as:

1. Involving the student personally in his own education.
2. Affording students the opportunity to learn in a relaxed and informal environment.
3. Fostering meaningful relationships among COL 2 members.
4. Allowing students to guide their own education.
5. Allowing for a multidisciplinary approach to high school education.

All the teachers agreed that their personal objectives reinforce the overall goals of COL 2. Most of the teachers are quite dedicated to New School's progressive philosophy. Teachers pointed out that characteristics such as informality, new student-teacher and student-student relationships, and new curriculum were common to both their own philosophy and New School's. Teachers report both success and failure in achieving personal objectives in COL 2. Most of the staff is optimistic about the future. The basic concepts of New School are viewed as strong; there is enthusiasm and interest both by the staff and the students to make

COL 2 successful and the teachers are well qualified. Teachers are quite amiable with one another and have generally good relationships with their students.

However, certain problems were noted during the first semester of COL 2's existence. Some teachers sense a lack of interest on the part of the students' general responsiveness, motivation and responsibility. Other staff members seem to feel confused and lack direction because specific guidelines and goals have not been spelled out clearly in COL 2. Specific shortcomings of this program were seen as the lack of well-formulated goals, unwillingness of the faculty to come to grips with the problems, insufficiently oriented students and staff and too much paper work. There has been little contact with parents of the students, and this is an area which some of the teachers believe should be given more attention.

In individual interviews with teachers of COL 2, the following information was found:

1. Teachers are somewhat afraid to make decisions on their own because students may disagree.
2. There seems to be disagreement at COL meetings; some people don't show up for these meetings.
3. Fifty percent of these students seem to get along well.
4. Some students do not fulfill responsibility and neither do some teachers. There are many passive students.
5. Teachers feel they can develop meaningful relationships with students more readily in the New School environment.
6. There are some communication problems between staff in regard to basic questions of priorities around the ideas of academics, group decision vs. individual decision and individual personal relations among COL 2 members.

7. More communication is needed in staff meetings and during the school day.

8. All must live with snags of freedom.

9. Those who are involved have a good learning experience.

10. There is much extra-work for the staff.

11. Teachers care more about the students. This also is evident in the questionnaires.

12. The discipline concept is the most obvious conflict between the traditional and the New School.

13. Evaluation and grades is an issue which still needs to be resolved.

14. There is a need for more guidelines and guidance from teachers.

15. There is a need to find a happy medium between social and academic concerns.

16. Students are still too dependent on teacher guidance for the preparation of their own classes.

17. New School COL 2 seems to work well for the motivated, but doesn't work well for the unmotivated.

18. Some teachers believe that New School is for everyone, some believe it is not.

19. The philosophy needs to be spelled out more.

20. There is not enough student involvement with curriculum.

21. Some teachers feel student feedback is necessary, while others do not.

Reactions By Teachers From COL 3

It has been found that four of COL 3 staff had been involved with Flex; two became interested in the program because of the Spring faculty meeting; one was interested in alternatives in education in college; one didn't want to teach traditional classes all day because he felt it was too impersonal. The interviews with the staff brought forth the following information and feelings about themselves, the students and New School.

Teacher observations are:

Students are taking more responsibility for their education.
There is social pressure to do something relevant and be involved.
Those in language classes want a traditional college prep course.
There is a place for alternatives in education, but the same could be accomplished within the traditional framework of independent study if it is well thought out.
New School is a microcosm of real life.
If a class doesn't appear to be succeeding, it can terminate.
Students are in New School to learn; they don't want to be pushed together in a community.
Some need more leadership.
InterCOL government is an area to strengthen so that it can function as a legitimate voice of New School.
New School revitalized self as a teacher.
Those who don't want to learn won't.
Some can't deal with responsibility or freedom.
There should be more selectivity in who can attend.
The teacher is also close with students in traditional school.
COL as a community still has cliques within it.
A teacher doesn't want to spend all the time required.
Math class is difficult to teach in New School setting, because attendance needs to be almost mandatory to achieve success.
A teacher is less patient with the traditional school staff, but respects the total high school as compared with other high schools.
People are willing to accept a challenge and the existence of a problem.
New School should be set up completely independently from the traditional--emotionally, geographically, and staffing--because the building is not made for campus style learning and teaching.
The program is just reaching a few.
The program is good for teachers who aren't comfortable in the traditional setting.
Beginning language should be taught in traditional and advanced language classes should be held in New School.

Teachers' Objectives:

To encourage questioning and seeking a variety of opinions.
To improve own teaching.
To help students want to learn.
To teach how to write a paper.
To help students learn how to deal effectively with people and situations.
To learn group processes.
To help students see education as a continuing process.
To help students take more responsibility for their education.
To teach math oriented courses that aren't in traditional school curriculum
To talk to students on non-math oriented things.
To achieve a total environment.
To help students learn to pull ideas together.

Strengths In Program:

This program offers a wonderful opportunity to those students who are highly motivated and who want to pursue their own interests.
The program allows for self-initiation and involvement.
Students participate in their own learning.
Teachers and students are committed to the program because they chose to be there.
Students go into the community to find resources, i.e. labs, computers, etc.
There is a closer tie between teachers and students.
There is more caring.
If a student gets in trouble, he can receive help from a teacher immediately; he does not have to wait several days to see a counselor.
Students are given opportunities to make decisions.
Even though a person might be a science teacher, she can teach Hemingway.
The teachers in the program provide variety, care about students and show it, deal well with students on a personal level, and are dedicated to the program.
There is no limitation on curriculum and certification.

Weaknesses and Problems Noted

Time commitment on part of the staff.
Devote time without rewards.
Not enough time to do guidance.
Can't give what some students want.
Too much paperwork

Sense of regularity needed in math attendance and homework.
Vagueness in program.
Too much for some to deal with.
Students aren't getting enough hours on their own--they're used to someone giving them hours.
Too few guidelines for those who need them.
Students don't work when left on their own.
It is not yet a total community.
Some students don't become involved.
Some need a better understanding of the program.
Guidance counselors tend to steer students away.
No release time for teachers.
The staff is part-time not full-time.
One spends time designing a course and doesn't know if it will succeed.
Some students are out of communication.
Real excitement is missing in some students.
Few students use the support staff.
Needs more publicity.
If staff converts to full-time, then it becomes four full-time not eight one-half time. Consequently there will be less personalities and experiences for the students to have.
Support staff does not have a chance to come into contact with the faculty and be involved in the program.

Student Reactions

Because the researchers were limited by time, it was decided that questionnaires would be passed out to all of the students in COL 3 and that questionnaires would only be handed out to a random sample of COL 2 students. A summary of each COL's student reactions precedes the tabulated questionnaire. The questionnaire was altered from the form given to all the researchers in the alternative project to make it more applicable to New School. Questions 11 and 12 specify where the non-academic activities occur; questions 23 and 24 refer to out-of-New School courses and teacher reactions.

The student questionnaire for COL 2 presents information about how students think and feel about their educational experience at New

BEST COPY AVAILABLE

School. Fifteen students, eight male and seven female, were randomly selected and asked to fill out the questionnaire.

Most of the students were very positive in their response to questions concerning teacher interest and responsiveness and the flexibility and freedom offered to them in COL 2. All of the students who filled out the questionnaire would recommend the program to their friends and all said that this program in COL 2 makes school more desirable. Some of the reasons given by students for choosing New School were that there is less pressure, more freedom, independence and creativity. On a whole, the students questioned have a positive outlook on COL 2 and are very supportive of the program.

Summary of COL 2 Student Questionnaire

1. Male 8 Female 7
2. Age 16 and 17 year olds - (1) 15 year old
3. COL 2
4. Were you born in Cleveland? Yes _____ No _____
   If not, where? ____________________
5. Do you live with your parents? Yes All No _____
   If not, with whom? ____________________
6. Do you like this program well enough to recommend it to your friends? Yes All No _____
7. How long have you participated in the program? 6 in Flex
   9 First Year
8. How did you hear about this program?

Guidance counselor	2
Teachers in program	3
Friends	4
Outside program	0
Other	7

9. Why did you elect this program? less pressure, other experience, more freedom, grades, independence and creativity, more courses, use of community and people, like people

10. Do the students have a voice in determining program procedures?
Yes All No ______

11. Indicate in which extra curricular activities within Heights High you participate.

12. In which non-academic activities within the New School do you participate?

13. Do you have a choice of your teachers? Yes 13 No 2

14. Was your "course" schedule designed by

You 11
Teacher ______
You and your teacher 4
If none of the above, please explain ______

15. Are your teachers interested in you?
A. Most are 12
B. Some are 2
C. Few are ______
D. None are ______

16. What are you interested in learning in the program? many things; things that are not offered in the traditional school

17. Will you be able to do this learning at this school:
Yes 10 No 5 If not, why? more classes need to be offered; things could be better

18. Does this program make school more desirable for you? All said Yes.

19. Do you ever cut? Never 7 Sometimes 8 Often ______

20. Name 3 things that are different about this program than the program you attended before:
1. teachers closer to students seem to care more (closeness)
2. personal freedom
3. different learning opportunities

21. Do you plan on completing high school? Yes All No ______

22. What do you plan to do after high school: Most are college bound

23. Are you taking any courses outside of the New School?
Yes 10 No 4
If so, what?

24. If you are taking courses outside of the program, answer question 15 in relation to those teachers also.

Most indicate that teachers are at same interest level.

COL 3 Questionnaire

The questionnaires were filled out during a HomeGroup meeting in December, 1973. Consequently all COL 3 students who were in school at that time completed this form. One hundred-twenty three questionnaires were returned. A majority of the students in COL 3 are sixteen years old. Those that are seniors are in the program because of past experiences with Flex, either actually or vicariously, or because they had fulfilled most of their graduation requirements. There are not as many sophomores because of a limited exposure to New School when they were in Junior High.

Most of the students feel that they can achieve their learning objectives in New School and would recommend it to their friends. The answers to several questions indicate that the students not only want, but also have an active part in their education, whether it be in designing their own curriculum, selecting their teachers, engaging in more independent study or participating in the evaluations of their performance.

A slight majority are enrolled in classes outside of New School even outside of Heights High School. It is obvious that they are using the total community as a classroom. Most of the students expect to complete high school and many plan to go on to institutions of higher learning. The one question that seemed to concern the students was number nineteen, "Do you cut?" Many who checked "sometimes" really don't consider their absences to be cutting. For example, if they have something else they'd rather do or is more important than attending class, they do it. Some checked "sometimes" because they rarely cut, but that doesn't qualify for the answer "never". Comments like "students treated like intelligent human beings," and "program fit to the needs of the student, not the student fit to the needs of the school" are indicative of positive views the students have of themselves in relation to New School and its staff.

Summary of COL 3 Student Questionnaire

1. Male 53 Female 65

2. Age:

	Male	Female
15 years	5	7
16 years	24	24
17 years	18	25
18 years	5	5
No age	6	4

3. COL 3

4. Were you born in Cleveland? Yes 83 No 40
If not, where? Out of USA: England - 3 USA (but not Ohio)
Alabama 1, California 5, Conneticut 1, Florida 1,
Georgia 1, Illinois 2, Massachusetts 3, Michigan 3,
Minnesota 2, Mississippi 1, Missouri 1, New Jersey 1,
New York 5, Ohio Cities 8, Pennsylvania 1, Tennessee 1

5. Do you live with your parents (one or both)? Yes 122 No 1
If not, with whom? Godbrother

6. Do you like this program well enough to recommend it to your friends?
Yes 113 Mixed feelings 1 Depends on person 5
No 4

7. How long have you participated in the program? This question is not relevant since New School has only been in existence since Sept. 1973. Forty seven students, however, selected this program because of Flex.

8. How did you hear about this program? Some students checked more than one answer.

Guidance Counselor	14		
Teachers in program	36	b. On planning committee	5
Friends	54	c. In similar program	1
Outside program	7	d. Through homeroom	1
Other	35	e. Curriculum guide	1
a. Flex	26	f. Grape vine	1

9. Why did you elect this program?

Wanted an alternative way of learning	15
Dissatisfied with traditional	19
More responsible for own education	7
More valid type of education	8
Greater variety of classes and learning experiences	10
Want to learn about what is interested in	19
Take an active part in education	5
Not as restrictive, more flexible	22
Program fits individual needs	11
Better interaction between teacher and student	7
Thought could do better	7
Easiest	3
Less pressure	1
More concerned people in New School	2
Wanted a smaller community	2
Great teachers	2
Sounded interesting	4
Get more out of learning	6
Because of non-academic subject offerings	1
Like atmosphere	7
More time to work on job	1
Important to be in learning situation with people who want to be where they are	1
Liked Flex	

10. Do the students have a voice in determining program procedures?
Yes 115 To some extent 2 Only if want to 1 Yes and No 2
No 3

11. Indicate in which extra curricular activities within Heights High you participate.

Heights Choir	11
Ski Club	6
Yearbook staff	3
Swim team	3
MC-GGG	3
GG Club	2
Hopscotch	2
Stage Crew	1
PTSA Meetings	1
Guitar	1
Russian Club	1
Black/White dialogue	2
Orchestra	2
Photography	1
Chess Club	1
AFS Club	1
Soccer Club	3
Athletics	2
Student Council	3
Wrestling	1
Dancer in Choir	1
Tutor	1
Latin Club	1
GAA	1
Drama Club	1
Girls Soccer Club	1
Swim Cadets	2
Chamber Choir	1
Swim Timer	2
Gymnastics	1
New School representative to Unit B Council	1

12. In which non-academic activities within the New School do you participate?

InterCOL Government	3
Meetings	2
Student interviewer for evaluation	1
Bike repair	1
Car Mechanics	1
Sailing	2
Physical Fitness	1
Karate	6
Israeli dancing	4
Theater work	1
Xmas present for needy kids	1
Frisbee	1
Weaving	2
Salesman at May Co.	1
Senior Council	1
Hopscotch	1
Dancing	1
Touch football on Sunday	1
InterCOL Committees	8
Swimming	2
Square Dancing	5
Basketball	2
Pop music	2
Cooking	3
Recycling	1
Art	2
Tennis	1
Parachute Club	1
Drama Club	1
New School Yearbook	1
Ski Club	3
Camping	1
Photography	2
COL Government	6
Guitar	2
Pottery	1

13. Do you have a choice of your teachers? Yes 120 No 2
Yes and No 1

14. Was your "course" schedule designed by? You 1 3 Teacher 0
You and your teacher 8 If none of the above, please explain:
One student is taking a physics course outside of New School; his course schedule had to be designed around this.

15. Are your teachers interested in you? A. Most are 81 B. Some are 36 C. Few are 5 D. None are 1

16. What are you interested in learning in the program?

Learn about self and others	5
Self expression	1
Traditional courses	8
Well-rounded education	2
Multi-media	1
Religion	1
Music	2
Art (history and creation)	5
Things useful in life	5
Self motivation	5
Self discipline	4
Literature	11
French	4
Interesting material	10
College needs	2
Math	11
What is involved in learning process	5
Social sciences	11
Astrology and occult	1
New Horizons	1
How to teach	1
What is enjoyable	2
Different things (no enumeration)	5
Auto mechanics	4
Everything	6
English	8
Sciences	12
Critical Analysis	1
Independent projects	6
Business course	1
To be challenged	1
Don't know	3
How to do a research paper	2
Histories	7
To find areas of interest	1
Cooking	1
Oceanography	2
More reading	2
No particular goals	2
Self Defense	1

17. Will you be able to do this learning at this school?
Yes 105 Yes and No 4 No 10 No Answer 4

If not, why?

One course doesn't go deep enough	1
Not interesting or specialized	1
Not all learning occurs at school	2
Tell when done	1
Not available	3
Some things are interesting but of no use	1
Too much laid out to copy and memorize	1
Depends on motivation	1

18. Does this program make school more desirable for you?
Yes 113 Yes and No 3 No 3 No Answer 4

19. Do you ever cut? Never 30 Sometimes 88 Often 1
No Answer 1

20. Name 3 things that are different about this program than the program you attended before.

Attitude on attendance	10
Participation in learning	21
Freedom to pursue own interests	21
Choice of curriculum	24
Relationship between teacher and student	24
Flexibility in scheduling	10
Better offerings	7
Community feelings	5
Students treated like intelligent beings	3
More independence	7
Learning process different	5
Wider choice of teachers	8
Types of learning experiences	4
Students happy to be there	2
Means of evaluation	4
Outside community used more	4
More interesting	6
HomeGroup Fun	1
Ability to get thoughts on paper without loosing feeling	1
Better for learning	16
People more aware of others' feelings	9
Individual work	4
Option not demand	1
Less formal	8
More organized	5
Know more people	3
Learn more	6
Better teachers	2
Few deadlines	2
Not same competition	2
All-day fullness of program	2
Homework not busy work	1
Smaller classes	3
More fun in learning	1
More student responsibility	12
Credit arrangement	6
Journal keeping	6
COLS	2
Liked Flex	1

21. Do you plan on completing high school: Yes 119 No 2 Maybe 2

22. What do you plan to do after high school?

College	80
Don't know	6
Air Force	1
Travel	14
Take a year off	3
Sail for a year	1
Conservatory of Music	1
Study dance	1
Work	6
Write	1
Farm	1
Nothing	1
Art School	1
Culinary Institute of America	1

23. Are you taking ~~any courses~~ outside of the New School? Yes 66 No 55
No Answer 2
If so, what?

Science courses	5
Working with elderly	1
Black literature	1
Art at Cleveland Institute of Art	1
Guitar	1
Dance	7
Exploring program	1
Russian	5
Ceramics	1
J. A.	1
Teaching	3

23. (Cont'd.)

Bible (in Hebrew) at College of Jewish Studies	1
Drama at Cleveland Playhouse	1
Art	3
Uptown Trolley (vocal group)	1
Silver making	1
Drama	2
Propaganda Films at Cleveland Museum of Art	1
Swimming	1
Caldrom	1
Discussion group	1
MC-GGG	3
Church	1
Choir	9
Orchestra	2
Process Awareness	2
Men's Chorus	1
Teaching Swimming	2
Temple choir	1
Viola lessons	1
Karate	1
Dance at Cleveland Modern Dance and CWRU	1
Chemistry at University Hospitals	1
Driver's Ed.	2
Harp	1
Speed reading	1
Sociology	1
Hassidism	1
Israel	1
Business course	1
Hebrew	5
Glee Club	2
Latin	1

24. If you are taking courses outside of the program, answer question 15 in relation to those teachers also.

Teacher positive about program	1
Interested but don't show or apply selves as well	1

Most are 15 Some are 6

Only in academics, not as a person	1
In a detrimental way	1
Don't understand student	1

To understand how these ideas can be translated into actual experience, a day in the life of a student has been included. The student whose schedule is presented is a senior who likes New School and has taken advantage of the program's opportunities. She has applied to several colleges and has had no problem interpreting New School to them because the schools are flexible about acceptance requirements. Her curriculum for the first grading period consisted of all sciences; the second period class load was made up of history courses; the third part of the year will be devoted to more history with the addition of English classes. When asked what type of person would function well in New School's environment, the senior interviewed felt students should be self motivated and able to get along with various people since they work with everyone within the community.

Tuesday Schedule

7:00 a.m. - 8:00 a.m.	Swim Team
9:00 a.m.	"America" - Viewing and discussion of Alistair Cooke's series. Each person in the class is responsible for leading discussion of one program.
11:00 a.m. - 12:00	"First Americans" (about the American Indian) This is a trolley car course (refer to Chapter 3 for definition). The senior helps to teach this class. She tries to motivate the class, stimulate discussion, makes assignments, and evaluates class performance or extra work. The teacher and student-teacher plan the curriculum for this class; the senior enjoys this teaching experience because she likes helping others in an area of interest to her. She feels that her biggest problem with the class now is trying to involve everyone in the subject.
12:00 p.m. - 1:15 p.m.	Relax, lunch, visit
1:15 p.m. - 2:30 p.m.	Helps friend throw pots. She is receiving teaching credit for this.
2:45 p.m. - 5:00 p.m.	Swim practice - The senior dives for the varsity swim team.

The student interviewed is also doing an independent English project on Children's literature. She is going to an elementary school to conduct a story hour, for kindergarten children. Her plans are to design a story hour for each grade level.

Just as New School reflects diversity in program and philosophy, so does its staff and students in their reactions to and implementation of the program.

FOOTNOTES

[1] New School Proposal, p. 7.

[2] Ibid., p. 8.

[3] Minutes, New School Staff Meeting, May 3, 1973.

[4] Letter to Leland Schubert from Toni Hunter, April 13, 1973.

[5] Job Description for Coordinator, Submitted by Ms. Broadbooks and Hunter, June, 11, 1973.

CHAPTER 5

SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT

Evaluation of the learning experiences and people involved within the New School framework occurs at different levels throughout the year. Students not only design their curriculum,they also help to evaluate their performance. A description of the student evaluation process can be found in Chapter Three. A teacher evaluates his own effectiveness by the students' and other teachers' reactions. The staff uses traditional approaches to self evaluation and asks questions which reflect New School's philosophy: Do students keep attending class? How successful is the student assuming responsibility for his own behavior and work? Can the class function well without the teacher's presence? A New School teacher is evaluated not only as an instructor, but also as a HomeGroup Advisor, a teacher/underwriter, a HomeGroup, COL and New School participant, and as a member of The Heights High School faculty. If he teaches in the traditional program, he is evaluated by his Department Chairman.

The Assistant Administrative Principal for Curriculum and Supervision is responsible for the supervision of the New School staff. Part of her evaluation procedure consisted of randomly selecting four folders from each HomeGroup to see how the weekly schedules, material release forms, course sheets and journals are being completed.

Since New School has been designated as an experimental project, the State of Ohio requires that the program be evaluated every year. A team outside of New School is conducting this evaluation. They have received a foundation grant for the external evaluation. Center for New Schools, Chicago, Illinois, has been contracted to do the evaluation. See Appendix M for the agreement between the New School and Center for New Schools. Staff input for the evaluation was requested and a New School Evaluation Committee which represents both COLs gave the Center a list of issues to evaluate. (Refer to Table 8). In addition to the Center's periodic visits to New School, a participant observer who lives in The Cleveland area spends a considerable amount of time in New School collecting the data necessary for an effective and objective evaluation. His information consists of observations of classes, meetings, and programs within each community. The criteria used for this evaluation, as noted by the participant observer, is evidence of communication in all ways between students and between students and faculty that is relevant to New School, evidence of students assuming responsibilities, types of learning and evidence of learning. Once the data is collected and evaluated the Center will present its findings to New School. It plans to hold a March workshop at which time it will discuss its observations and suggestions. Another meeting is planned for May in order to evaluate the first workshop and discuss any suggestions made in March that were enacted.

One instrument that New School devised to pre-test for base line data is a questionnaire passed out to students prior to their experiencing New School. Refer to Appendix N. Near the end of the school year the

TABLE 8

BEST COPY AVAILABLE

To: New School staff

From: evaluation committee

Re: New School evaluation priorities

Date: Nov. 20, 1972

Here are some aspects of the New School program which staff have indicated should be evaluated by the Center for New Schools. Please indicate which of these you feel would be most useful to concentrate our energy on and return to Soon! Jan Aspelin or Betsy Rubin. Thank you.

1. Student involvement in the program.
    a. Are students getting out of it what they want?
    b. How effectively are students ~~ought~~ able to take responsibility for their own education?
    c. What is the extent of student decision power?
2. Curriculum/learning.
    a. Is the curriculum meeting students needs?
    b. How effective is the teaching. (Students are a good source on this.) Comparison of NS vs. traditional curriculum and teaching.
    c. Are student led courses working?
    d. Student participation in seminars.
3. Administration.
    a. Organization and administration: is it helpful to the program? Could we streamline the paperwork or get a better system?
    b. Is the system of evaluation of learning activities valid and efficient?
    c. Are student journals effective as a measure of education?
    d. Could course sign-up and scheduling be easier and more flexible?
    e. What is being done about kids who aren't meeting their responsibilities?
4. Communication.
    a. Do general NS procedures help or hinder interaction between staff and students.
    b. General communication among staff and between staff and students.
5. How are individual staff involved in the program? Is there some stratification of involvement? What is the role and interaction of part-time and support staff?

5. Are we keeping the humanness of the program intact?

student reactions will be discussed to help determine how far the program has come and how attitudes about New School and its participants have changed. It has not been determined what format will be used.

Problems

The problems of this program which the teachers have perceived have already been discussed in Chapter Four. This section concerns itself with the problems and weaknesses which the administration noted.

1. Some students and teachers are still uncomfortable with not knowing what to expect; they are unfamiliar with the program.

2. New School does not offer everything, which forces the student into the traditional program for some of his classes.

3. The major problems arise from housing New School within the confines of Heights High School. These exist between the staffs because:

   The traditional program lost some rooms and offices to New School.

   Some traditional teachers feel that the New School faculty is too aggressive, dress too casually and act like they are a superior group of teachers.

   New School is freer to control its curriculum and has more laxity in selecting and using materials.

   Students, whether they are participants or not, use belonging to New School as an excuse for not obeying school and class rules. (N.B. General school rules are the same for both programs, e.g. fire drills; once students leave New School, they are regulated by the rules of the place they are in).

   Some traditional teachers resent having to take ex-New School students back into their rooms. Not only do they have to help the student function in a more structured environment, but they also feel that they have no way of releasing a student from the traditional program. They have to keep everyone in their classes.

Once students have left New School, questions arise about how they can fulfill traditional school requirements?

How can it be explained, understood and tolerated that New School students have a certain amount of freedom?

Since New School staff and students know about the traditional program, they can react better to it. The traditional staff and students aren't very knowledgeable about New School; therefore, they can't relate as easily to it.

Dissemination

In the Spring junior high students, ninth graders, hear about the various offerings and programs available at Heights High School. Last year, Spring 1973, the New School staff felt that its program was weakly interpreted to the incoming sophomores, junior high teachers and guidance counselors. It is hoped that more of the New School staff will be able to participate in the junior high presentations this coming year. A further description of the program is included in the Curriculum Booklet. See Appendix O. Some of the foundation grant money allowed New School to design and print a pamphlet describing the program. This is found in Appendix P. Information about New School is also presented at educational meetings within the school district and beyond. Often the staff is invited to attend these meetings as speakers. Again the staff hopes to be more involved in these presentations in the future and to have the opportunity for more dissemination as the program grows.

Impact

Because the program is rather new, it is difficult to assess its impact at this time. One administrator commented, however, that it is having an effect on the traditional program, because he has noted an increase in independent study projects and more alternatives and varieties offered within the courses.

Future

Construction on a new physical plant for New School will start this summer with the anticipated completion date of October, 1974. This completion, however, is of the shell only; once that is done they will then start on the interior. The new area will still be within the confines of the high school. The facility will be housed in the south half of the east wing of the building and measures 18,000 sq. feet. It will take up three floors and absorb the equivalent of twenty-one classrooms. The projected plans, which have been approved by the New School staff, call for the new plant to be quite open and to accommodate three in school COLs, each having 4400 sq. feet and the offices of three out of school COLs, each having 1800 sq. feet. There was an increase in the number of out of school COLs because of the lack of internal space.

The original expansion figure for New School was a 450 student enrollment, but only because of the construction, the figure will be kept at 300 for next year. The possibility has even been discussed of housing New School out of the high school until construction is completed, perhaps for the first semester.

This year's staff has been mainly part-time; next year's faculty will be primarily full-time. This means that there will be fewer personnel in New School which might move the program more into the community to supplement a smaller staff.

The present size of each COL is approximately 150 students. Some are dissatisfied with this number for achieving a community feeling. It is hoped each community will contain less students in the future.

Two proposals have been considered which would offer the students two new COL options. One concept was a school without walls. Even though the idea of this proposal was acceptable, it has been put aside because the construction is limiting the enrollment in New School. The second proposal is a transition COL which would provide a setting for students who are not comfortable either socially or academically in the existing environments of the high school. This COL would be operated like a street academy in that it would be strict academically and behaviorally. It was felt that New School would be the appropriate receptacle for this program since the students in it would be stigmatized if it were part of the traditional program. The existence of this COL is a high priority.

Conclusion

New School is a program which is not a variation on a theme of standard classroom procedures, but rather an alternative offering physical and conceptual options within a learning environment. This report attempted to describe the environment at this point in time, with the understanding that it is a new and evolving one. This study would not have been possible without all the help and cooperation of the staff, students, administration and parents. Again, the researchers want to thank all the persons involved with New School.

APPENDIX A

LIST OF PEOPLE INTERVIEWED

Charles Loparo, Director of Education and Curriculm, Cleveland Heights-University Heights Board of Education

Bernice Van Sickle, Assistant Administrative Principal for Curriculum and Supervision, Cleveland Heights High School

Joseph T. Matava, Principal, Heights High School

Ellie Weld, New School Coordinator

Neil Gould, Participant Observer from Center for New Schools

Joan Dowling, Representative of Parents' Group

COL 2

Bill Rosenfeld

Lou Salvator

Jan Aspelin

Helen Fox

Ethel Paley

Evelyn Gutfeld

Karen Hansen

Bob Schwarz

COL 3

Toni Hunter

Jane Farber

Fred Mills

Dave Muthersbaugh

Marty Dumnich

Don Day

Joann Broadbooks

Roger Warner

SUPPORT STAFF

Ed Battaglia

Bill Jerdon

Roy Mogren

Carol Oppenheimer

APPENDIX B

SUMMARY OF A PROPOSAL FOR THE ESTABLISHMENT OF AN ALTERNATIVE SCHOOL AT CLEVELAND HEIGHTS HIGH SCHOOL COMMENCING SEPTEMBER 1973

.... approved by the Board of Education on March 20, 1973 ....

Background: The Flex program at Heights High, now in its fourth year, has never had the benefit of long range planning. While it has grown in numbers of students (threefold since its beginning), it has remained static in administrative concept. Three-quarters of the students still receive only two credits in Flex, and most take at least half their courses in the traditional program. This split scheduling of our Flex students has produced some confusion of motivation and some attitudinal conflicts. The result has been a weakening of that sense of unity and purpose which our experience has shown us is essential for the student if he is to develop the kind of self-motivation necessary for success in a program like Flex.

Need for an Alternative Program: While the traditional subject-oriented school structure has value for some (perhaps most) students at Heights, it has some serious shortcomings as it presently applies to Flex. Organized around the disciplines taught at the academies for college preparation, the traditional structure has served specialized learning well but falls short of the ~~xx~~ mark in two concepts vital to the Flex philosophy: unity of knowledge and individual integrity. There is much that can and is being done to alter the traditional curriculum at Heights, but Flex was conceived as an alternative approach to education and ought to be organized separately

PROPOSAL: We propose that this District adopt an Alternative Program at Heights High called the New School. The present Flex program would form three groupings within this New School as a model set. Application will be made to the State Department of Education for approval as a three year experimental program which will carry with it the assurance that the curriculum will meet all statutory requirements. Among the general goals for the New School would be (1) personalized involvement of the individual student, (2) development of self confidence in different life situations, (3) development of basic skills (personal as well as academic), (4) development of decision-making ability, (5) contact, relevance, and service to the larger school community.

Specifics of the New School as an Evaluation Model: Final authority over the program will be with the Administrative Principal of Heights High School as it has been with the Flex program. For purposes of school discipline students in the program will be subject to the unit principals like other students.

The New School will be limited to a maximum of 450 students for 1973-74 with further increases contingent on evaluations to be made in the spring, 1974. Each of the groupings will have the equivalent of $3\frac{1}{2}$ full-time teachers for '73-74 and $4\frac{1}{2}$ full-time teachers for '74-75. The number of students in each grouping will be approximately 150.

Each grouping will develop its own plan of organization and curriculum to be submitted to the Administrative Principal for approval. The learning program will be multi-disciplinary; no attempt will be made to label any course as social studies or english, for instance. Rather, we will teach more by topics with the goal in mind to encourage the student to view experience as a whole rather than as isolated specialties. Every effort will be made to give students experiences in all subjects.

Admission to the program for all staff and students will be voluntary. All students must have parental consent. Each student will earn at least $3\frac{1}{2}$ credits in the New School in '73-74 and at least $4\frac{1}{2}$ credits in '74-75. All credits will be multi-disciplinary; students will be provided with a detailed "anecdotal" transcript of all their learning activities in the New School. Students will receive letter grades (with a pass-fail option on parental approval) and will be included in class rank.

BEST COPY AVAILABLE

APPENDIX C

To N.S. Planning Committee: June 1973

MANDATES TO THE NEW SCHOOL AS A WHOLE

AND TO EACH COL (set in italics)

CONTAINED IN THE PROPOSAL ADOPTED BY THE BOARD

BEST COPY AVAILABLE

1 The curriculum will meet all statutory requirements: 1 unit American history and government, 1 additional unit of social studies, 3 units of English, 1 unit of science (lab not necessary), 1 unit of mathematics, and 1 unit of health and physical education. Credits earned in the ninth grade will be counted toward fulfillment of the above requirements for graduation. One unit equals 120 instructional hours.

2 New School will divide into COLs of approximately 150 students each.

3 *Each COL will develop its own specific set of objectives and goals.*

4 Each student will be involved in choosing a personalized, relevant educational program.

Each student will be involved in a balanced and varied curriculum.

6 Each student will increase his mastery of those basic skills common to most high school programs in addition to pursuing skills and areas of particular interest to him/her.

7 *Each student will actively participate in the COL program.*

8 Ways will be developed to maintain contact with the larger school community.

9 *Specific content of the curriculum will be developed by the individual COLs* not by the New School as a whole.

10 SEE: "Skill Objectives of a Model Set of COLs" Proposal, pp. 4-6.

11 Recognize final authority over the program in the Administrative Principal of the High School who will "identify the minimal elements of management responsibility and monitor these carefully with the assistance of the programs. Beyond this, each program assumes responsibility for its own operation. It identifies what it wants to do, and is then evaluated on the basis of how well it is done."

12 A unit principal will have student discipline authority in areas involving the over-all school.

BEST COPY AVAILABLE

13 New School (through representatives) will develop a plan of organization and submit it to the Administrative Principal for his approval.

14 *Each COL will develop its own plan of internal organization.*

15 All staff must be involved in the toaal program of New School or their COL.

16 Every effort will be made to give students experiences in all the subjedt areas as part of their learning experience.

17 All students will be required to participate in some learning situations. No individual student will be required to participate in a given learning situation.

18 *Each COL will design its curriculum. A skeleton curriculum will be presented to the COL by its staff at the beginning of the school year, but it will be subject to change as soon as teh COL is functioning unit and thereafter.*

19 All students entering the program must hace parental consent.

20 Students must earn all credits obtained in the program.

21 Each student will be provided with a detailed transcript of every learning activity he/she has participated in to earn his/her credits. Students will be included in class ranking.

22 Each staff member will have extensive contact wiht each student involved with that staff member. Each student will chose an advisor.

23 Stddents will arrange for additional creidt outside New School if desired but will be subject to the rules of the class in which teh credit is taken. Students may earn more than 4 1/2 credits by special arrangement.

24 Staff will be assigned to individual COLs by choice. *Students after meeting at least two teachers ineahh COL will choose a COL indicating order of preference.*

25 "Staff" includes certificated, volunteers, interns, para-professionals and student teachers.

26 A separate budget will be prepared.

27 Letter grades will be available. Other options require parental consent.

28 A program evaluation model will be devdloped.

29 *Students will be assigned to home groups and arrangements will be made to include them in student council, class and other school activvties.*

30 Assistant Principal for Curriculum and Instruction will supervise New School staff.

31 A mechanism will be investigated during the first year to facilitate the entry of new COLs.

NEW SCHOOL SUMMER PROCEEDINGS ... for the benefit of
students, parents and staff in planning the '73-'74 school year ...

APPENDIX D

FREQUENTLY ASKED QUESTIONS ABOUT NEW SCHOOL #1

BEST COPY AVAILABLE

Q: What do we do on the first day of school?
A: You will get complete details well in advance. Watch in the mail for them. Learning activities will start immediately.

Q: Will I have a homeroom?
A: After you choose which community (COL) you want to join--after about 4 days--you will choose which of 8 "Home groups" in your COL you want to belong. This is a basic unit of New School and will do much more than your old homeroom. More later!

Q: What courses will I take?
A. Many will be offered. Communicating, problem solving, surviving and creating are the major areas. Some you can start and stop any time -- others you must commit to for a specific time block.

Q: How do I get credit?
A: For every 120 hours accredited guided learning experience you get 1 graduation credit.

Q: What's an "accredited guided learning experience"?
A: You will develop an individual "course sheet" which will contain your goals, learning content and evaluation of the course. You will then keep a "journal" of your learning experiences in connection with the "course sheet". The "course sheet" signed by a staff person is the guided part and the "journal" is the accredited part.

Q: How do I plan these guided learning experiences?
A: With a staff person, in your Home group and in weekly meetings of your COL (community) where each student's journal and expected activity for the coming week are reviewed.

Q: When will you answer more questions?
A: In about two weeks. Meantime come to the planning sessions and answer your own. They are at the Board of Education every afternoon, July 23 through the 27.

- -

The Schedule of meetings for July and August is as follows:
July 23 thru 27
Aug. 20 thru 24
Mon. thru Fri.

All meetings held at the Board of Education Building from 1:00 to 4
All New School students, parents and staff are urged to attend.

Things to be done at these meetings include:
1. Curriculum (specifics)
2. Accountability procedures (attendance, grades, etc.)
3. An evaluation scheme for the entire program.

- -

SUMMER "COFFEE" SESSIONS

We are planning some evening coffee meetings for parents, students and teachers who cannot attend the afternoon meetings scheduled above. If you would like to be invited or could be host for a "coffee", call either:

Lois Kay 371-4641 or Cindy Smith 932-6388

BEST COPY AVAILABLE

MORE NEW SCHOOL SUMMER PROCEEDINGS. . . for the benefit of students, parents and staff in planning the 73-74 school year

FREQUENTLY ASKED QUESTIONS ABOUT NEW SCHOOL #2

Q: Tell me more about the first day of school:

A: Learning activities will start at 8:30 sharp, Wednesday, Sept. 5th The first week will involve four main activities: (1) understanding basic New School procedures, (2) getting to know staff better, (3) receiving first course offerings and (4) choosing COLs. Complete in next F.A. Q & A N.S.#3

Q: Who will be in my COL:)COL = Community of Learners)

A: Half the students in New School will be in each COL. If more than half choose a COL, the two will be equalized with the help of a committee of 3 staff, 3 students, and the coordinator (secretary). Each COL will have 8 staff whose full New School time will be in that COL only plus 8 staff who will teach part time in each COL but will have HomeGroup responsibility in only one COL.

Q: What's my relationship with my HomeGroup? (HomeGroup=Homeroom)

A: Youare your HomeGroup and it is you. Your HomeGroup does not control your movement or your activities, but it is responsible to know where you are and what you are doing. Your HomeGroup will help you identify skills you need and want to improve, helping you keep track of your learning progress, helping you settle your hassles with people, places and things, and providing a place and group you can trust that is especially loyal to YOU!

Q: Can I offer a course at the beginning of New School?

A: Sure. You must first make out an overall course sheet containing the same information as in an individual course sheet PLUS designate a liason student (usually yourself) who will be responsible to know what's going on in the course, designate a staff underwriter who will agree that the learning experience contemplated can be accredited, and last, work out a reasonable process whereby the staff underwriter and your group may maintain periodic contact about what's going on in the course and with the learners.

Q: Isn't this all pretty strict?

A: In some ways, yes. However these procedures are really designed to avoid someone hassling you about your hard earned credits. You see, if you want credit for what you are doing, you are responsible for demonstrating what you did that you want credit for. This isn't a Free School - it's a New School. It is a totally new way of fetting an education at Heights.

Q: When will you answer more questions?

A: In about two weeks, meantime come to the planning sessions and answer your own. They will be at the Lee Road Library Meeting Room every afternoon from August 20 through August 24th. The main business will be to decide on the design for evaluating the program and individual student and teacher work. We will also try to tie up any loose ends. Remember: LEE ROAD LIBRARY MEETING ROOM EVERY AFTERNOON FROM AUGUST 20 THROUGH AUGUST 24. Students, staff and parents are urged to attend.

BEST COPY AVAILABLE

INITIAL COURSE OFFERINGS: COL 2

-2-

The courses in this booklet represent some of the ideas the teachers bring to this COL. They are initial offerings, and their contents and times can be changed. The students and teachers of this COL can make such decisions together.

These courses are only a beginning, provided as a means of getting learning activities started. The staff assumes that students who choose this COL will have many ideas of their own. By mid-year it is hoped that students will have added many learning activities of their own making and choosing.

There are also courses available from the four teachers of the support staff who will work with both COLs. The courses listed here for them are only available at the times listed to this COL. These teachers are Edward Battaglia, Bill Jerdon, Carol Oppenheimer, and Roy Nogren.

In addition to academic courses, the weekly schedule of this COL provides two hours, every Monday from 11 to 1 p.m. for HomeGroup meetings. HomeGroup meetings are for credit.

These courses are open to all students in the COL. There are no prerequisites unless specifically stated in the course description.

The coruses in this booklet are otganized into sections

Section 1 - Creating a world of beauty 4- 6
Section 2 - Communicating in a human world 7-14
Section 3 - Solving in a problem world 15-16
Section 4 - Surviving in the real world 17-19

-4-

creating

FICTION M.F. 12:30 - 1:30

A study of fiction from its beginnings but with an emphasis on contemporary works. Students will choose works and may also write fiction. TC lou salvator

THE PLAY'S THE THING M.W. 1-2 (prereq. 2 yrs French)

French history through study of fashions and drama. Do your own thing: costumes and play, work in small groups. (Building block, one semester) ethel paley

GOURMET COOKING/CUISINE PROVENCAL T.Th. 1 - 2

Prepare popular dishes of different provinces of France. Also additional cooking & eating session each week after the 1st month. Offered in English and/or French. (Trolley car) ethel paley

BEST COPY AVAILABLE

2

-5- *creating*

85

AMA M.W.F. 10-11

The season in Cleveland, with readings and discussions planned around attendance at plays being produced in the Cleveland area. Students may get credit for writing, acting, directing, costuming...etc. in New School production, if desired. Local theaters will be used as resources. TC *lou salvator*

FORTY YEARS OF LIFE AND ART ON FILM Wed. 7-10 at nite

View and discuss film documentaries as propaganda history, fiction, art. Group will attend the film program at Cleveland ARt Museum Wed. nites from Sept 5th through Dec 5th with a few Sundays late afternoon showings. Discussions at Art Museum or mutually o.k. place. TC w/ min. *bill rosenfeld*

-6- *creating*

CUSTOMIZING A RECIPE T. 1:30-2; Th. 1-2:30

Learn to substitute for ingredients you do not have, add your favorite ingredient and make a recipe to suit your own taste. Make your own recipe. One hour preparation lab with half hour planning sessions each week. Students provide some ingredients. BB. Will be repeated three times during the year. ***karen hansen***

-7- *communicating*

MATHEMATICS IN BEHAVIORAL SCIENCES T.Th. 11-12

How do psychologists, biologists, sociologists, and other behavioral scientists use mathematics to solve special problems in their field? What other possible applications can we come up with? First 6 wks: group--then individuals may pursue special interests. BB or TC *jan aspelin*

I'M O.K. YOU'RE O.K. Fri. 11:15-12:30

A 9 week introduction to the study of behavior, using the book *I'm O.K. You're O.K.* as a practical guide to transactional analysis. BB *helen fox*

-8- ***communicating***

TENNIS T.Th. 1:30-3

Beginners (1:30-2:30) and intermediate (2-3). Small group instruction. Ladder, singles and doubles tournaments. 1st half hour lesson, 2nd half practice. BB for lessons, TC for practice. ***helen fox***

SCRABBLE 'N BABBLE T.Th. *9-10 (prereq. 2 yrs French)*

Advanced conversational French through games, papers and songs. Intro one hour seminar twice a week then break into special interest groups. BB but may be repeated by student each smester. ethel paley

BEST COPY AVAILABLE

-9- *communicating*

PARLEZ-VOUS FRANCAIS? M.W.F. 9-10

Beginning conversational Brech. Prerequisite desire to talk. French that is. building block--two semesters. *ethel paley*

SURVEY OF FRENCH LIT M.F. 11-12

French lit from 17th to 20th centuries. May be taken in English or French. Four 9 week sessions. TC any session ethel paley

SPRECKEN SIE DEUTSCH? M.T.Th.F. 1-1:30

Conversational approach to learning German. absorb grammar thorugh usage. BB with two semester minimum. *evelyn gutfeld*

ARCHERY T.Th. 12:30-1:15 (3 weeks)

Learn to shoot; rules and safety. BB. *helen fox*

-10- *communicating*

TEACH A FRIEND TO NEEDLEPOINT T.Th. 2:30-3:30

Knit, crochet or embroider -- Learn a new hand skill then prove your proficiency by being able to teach a friend. Lab course. TC. *karen hansen*

I LOVE/HATE AMERICAN HISTORY M.W.F. 10-11

For two kinds of students: those who *love* American history but hate how they had to learn it and those who *hate* it but would love to meet the State requirement for graduation. Individual work in special interest areas. Optional: prep. for Amer. Hist. achievement tests or Advanced Placement college boards. TC *bill rosenfeld*

-11- *communicating*

HOW TO DIE AMERICAN STYLE M.T. 12=1

...Or buffalo bill's defunct. Dying in America is like sex. Nobody talks about it, but everybody does it. Explore different viewpoints on death: family, medical-scientific, business, religious, govt. Psychological and cultural vlaues--legal aspects. TC. *bill rosenfeld*

INTRODUCTION TO MATHEMATICAL THOUGHT T.Th. 11-12:30

Special course designed to make basic ideas of math, from arithmetic past calculus, "perfectly clear" to Democrats and Republicans alike. History of these ideas will be examined as well as modern role in scientific thought. Homework minimal. Building block. *bob schwarz*

BEST COPY AVAILABLE

LOGIC T.Th. 12:35-1:30

How to think clearly, spot fallacies in reasoning, and argue more effedtively. After fundamentals masterd, class will engage in verbal and written argumentation to develop skils. buidling block *bob schwarz*

T. S. ELIOT T. Th. 1:35-3:00

His early poetry, literary theories and influences on 20th centruy literature. INfluences that shaped his thought and style. Close analysis of all poems thorugh the *Waste Land.* His prose style and literary essays. Legacy of his accopplishments. BB. *bob schwarz*

ETORIC T.Th. 12:30-1:30

Art of persuasion through prose style. How to write clearly and effectively even to stretching the truth a little. Can be coordinated with Schwaz's Logic course, but students need not take both. BB. *lou salvator*

HOOOLING RIGHT HERE IN CH-UH) daily 8:30-10

Using the CH-UH school district as lab, explore

Who should run the Schools? What is the *real* purpose of school? How do you work within the system? NOTE: Early morning daily time block cessary so students can plan lab work with students and teachers in CH-UH schools, esp. jr. high andelementary. BB for intro period then TC thereafter. *bill rosenfeld*

LA DOLCE VITA T.Th. 10-11

Cross cultural study of Italians through literature, art history, music, styules...etc acording to individual interests. Italo-American community at foot of Mayfield Hill (Little Italy) will be used as reference. Students will make contact with individuals, families, business concerns in the area as individual project in Italian life. (Trolley car) *lou salvator*

ELECTIONS, 1973 Tues. 3-5 p.m.

...or Up Your Candidate. Learn more about our [illegible]di- [illegible] [illegible] electoral processes and how to vote. Interview candidates and study issues. Each student will select a candidate for school board or city council and work to get that person elected. BB thru election nite.

bill rosenfeld

BEST COPY AVAILABLE

DISCOVER CALCULUS! M.W.F. 2-3

Discover the basic concepts of calculus through a series of interesting physics experiments. This gut level approach will attempt to give the "feel" of the calculus and can be formalized later for those who want. Everybody welcome to the fun! Building block. *jan aspelin*

basic psychology Th.F. 1:30-2:30 12 weeks

Intro to understanding human behavior through study fo theories of psychological developmetn and the various branches of psychology. Building block *evelyn gutfeld*

XXth CENTURY M.W.F. 1-2

Get your hands on this century's technology by working with electronics, plastics, computers, autoes andengines...etc. How has it changed our lives? Trolley car. *roy mogren*

FUTUROLOGY T.Th. 10-11

...or, This May Be Your Adult Life. Looking at ways of thinking about your future, especially the next 25 to 50 years, tracing some social institutions in order to plan and predict the adult future of the students. Group and

individual study in specific interests using science fiction, art and architecture...etc. BB for intro period then TC thereafter. *bill rosenfeld*

TALE OF TWO CITIES...PARIS & WASHINGTON T.TH. 11-12

Exploring the development of these two cities from the historical, political andcultural viewpoints. Could involve visit to D.C. In English. BB *ethel paley*

GEOMETRY T.W.F. 12 - 1

Development of Euclidean Geometry starting from basics. Can branch out to other geometries. BB *jan aspelin*

I HATE MATH T. Th. 1 - 2:30

Discover mathematical relationships through fun lab-type exercises and discussions. Covers many areas like networks and topology. A course for everyone. Hate to love math? Try it! (Trolley car) *jan aspelin*

SWIMMING M.W. 1:30 - 2:30

Beginning swimming for the novice. Elementary lifesaving to make you drown-proof. *Intermediate swimming* to improve your b-asic skills and endurance. Prerequisite for senior life-saving later. BB *helen fox*

BEST COPY AVAILABLE

--18-- *surviving*

TUESDAY QUARTERBACKS Tues. 2-3 9 weeks

How to understand football, emphasizing rules, history, personalities and impact on American culture. (Trolley car) *evelyn gutfeld*

THE INNOCENT CONSUMER Mon. 2-3:30 18 weeks

How to use your dollars to make the most of them in the marketplace. (trolley car) *evelyn gutfeld w/ helen fox*

MONEY W.F. 11 - 12

Developing skill and judgment in economics: personal investments, how our industrial system works, how science and technology turn to profit and products. (Building block) *roy mogren*

-19- *surviving*

MOVE ALONG IN SEWING W.F. 1 - 2:30

Progress from where you are in sewing ability to closer to where you would like to be. Beginner, intermediate, and advanced can all wrk in the same class and help each other. (Building block for some portions, trolley car for others; for more info, see...)... *karen hansen*

LEATHER AND SUEDE M.W.F. 2:30 - 3:30

Learn the special techniques, advantages and problems of sewing with leather and sude. (Introductory part is building block, the rest trolley [illegible]) *karen hansen*

DOMESTIC SURVIVAL T.Th. 12 - 1

How to survive on your own in college or on the job; cooking, financing, investments, gardening, clothing, and...etc. (trolley car) *roy mogren*

-20- *possible future courses*

jan aspelin; Topology, Topics from Algebra II and Trig, Problem Solving (math and non-math), Weaving on a Loom

lou salvator: Linguistics, The Novel, Myth & Fantasy
evelyn gutfeld: Meteorology, Cuba and Castro
bill rosenfeld: Ethnicity U.S.A., Moral Issues, Funny Things in High Places (Nixonalysis), Skiing

ethel paley: Seminar Abroad, Creative Writing in French, Stylistics of the French Lanuage

helen fox: Bowling, Dance, Karate, Life-Saving, Cycling, Golf, Child Growth & Development

bob schwarz: Ideas in Music, Advanced Creative Writing, History of Technology
karen hansen: Antiques, History of Dress, Home Decorating, National Cookery

INITIAL COURSE OFFERINGS: COL 3

Col Staff Dave Muthersbaugh, Don Day, Fred Mills, Jane Farber, Joann Broadbooks, Marty Dumnich.

Support Staff Bill Jerdon,Carol Oppenheimer, Ed Battaglia, Roy Mogren

The following courses are being presented by the Col Staff to begin the year.Some of the courses may last all year, but most will be shorter. One group of courses emphasizes a genre (novels-Authors) and another concentrates on a theme (Reactions to the Modern Experience). Other courses can be combined or taken at random as students choose. Read through the courses and discuss them with staff for more information. Support staff will also make courses available to each Col.

Course Descriptions will include staff name, length, class hours, and type.

TC - Trolley Car , BB - Building Block see handbook

length of course
short - less than 9 weeks medium - 9-18 weeks long- over 18
hours refer to classroom hours ≠ credit may be more than that;
/week

AFRICAN FOODS JB

Students will plan, cook, and eat African meals. We will meet either in school of at my apartment to cook and consume.(Limit 5 students at home).

2 hours/wk short BBonce a week/3 wks

ARE YOU WHAT YOU EAT? Jane

or The FDA and You! In-depth study of the FDA, fooda. vitamins and drugs both over the counter and prescription. Examination of ingredients of these and possible effects on us. Possibility of field work.

2-3hrs/wk short TC. BB for field work

AUTHORS staff

A cours where you can pick, with limitations, an author you wish to study in depth. Some authors will be offered now* some later.
Roger - James Joyce * , George Orwell, Hermann Hesse, Ray Bradbury.
Don - Camus, Sartre* (in French or English)
JB- African writers *
Toni - William Faulkner, D/H/ Lawrence, James Baldwin, Anais Nin
Jane-F. Scott Fitzgerald, Ernest Hemingway

TC short 2-4 hrs.week

BASIC CAMPING AND BACKPACKING: Roger and students

Hopefully the course will be student-run. Some intensive class work will be necessary to teach how to camp without leaving a trace, basic backpacking techniques, equipment, fires, foods, etc. This is not intended for people who are already experienced campers or packers. Students will be expected to buy, borrow, or rent some equipment. At least one extended field trip will be taken, probably 2-3 days in Allegheny National Forest. Several staff will help and participate.

BB Offered several times short

BASIC ECOLOGY Jane

First ina series of ecology courses. Will deal with the basic principles of ecology, the ecosystem and what affects it, and ecological succession. This is a pre-requisite for future courses on pollution, rock ecology, the seashore, conservation and wildlife, energy, etc. Basic ecology will include a number of field and laboratory experiences. The course will end with a 3-4 day camping trip on Ohio to do some comparative quadrant studies.

3 hrs/wk short BB Lab hrs 1 1/2 -2

THE CHARIOTS OF THE GODS Dave

Reading and discussing the books Chariots of the Gods,Crash Go the Chariots. Viewing the videotape of "In Search of the Ancient Astronauts" .

TC begins later medium hours TBA

COMMUNITY INVOLVEMENT Toni

Explore Cleveland Hts/University Hts. as a social, political, educational organism and become involved in community projects. Course will take the direction of students involved. hours will dependon students .

TC 1-6 hrs.

COMPARATIVE RELIGIONS Fred

A study of various religions of the world. Student choice.

begins later medium TC

CONVERSATIONAL FRENCH AND SPANISH Don

Students who have already had an introduction to the language can improve their skills and develop useful vocabulary for travel, shopping, making friends in French or Spanish speaking areas. Current newspapers will be used.

TC short hours TBA

FARM/RURAL EXPERIENCE Roger

This will be an almost totally resource-out experience. Students will live on a farm for an extended period of time, two weeks to one month. While on the farm, the student will study the science of farming and the culture and locatin in which (s)he finds her/himself. Students will contact farmers and make arrangements(I'll help). Before you leave, there will be several intensive workshops to help you work out a proposal for what you are going to do there.Possibilities include topics like: how am I different from people who live in the country? comparative values, comparative politics, geography economics of farming, and others. The number of participants will be limited by the resources available. (ed. note- might work well with Simple Living)

BB short Fall and Spring up to 1 credit

FILM AS PROPAGANDA Toni, Jand

This is a series being offered by the art institute. Students should be able to see ALL films (schedule in thirs floor Col office). Discussions will be held afterwards. In depth projects tangential to films encouraged.

TC

FRISBEE Fred

Improve your technique . short TC hours TBA

FRENCH ART AND ARCHITECTURE OF THE 19TH AND 20th CENTURIES/ Don

How have the various trends in Frech art reflected modern attitudes and ideas. short TC In Cluster with Reactions....

FRENCH/SPANISH FOR BEGINNERS Don

Ther are two possible plans for students to choose.

i. Students will use current newspapers and magazines and the language lab for aural-oral work. You will write your own text and learn at your own rate.

2. Students will spend 9 weeks on an Introduction to Romande Languages. (3 weeks each of Spanish, French, Portuguese). For each you will learn a basic dialogue, learn basic elements of pronunciation, explore introductory verb systems, explore the use of objective pronouns, and learn the vocabulary necessary for this.

This course may be continued into a full year. BB hours TBA

FRENCH AND SPANISH LITERATURE Don

Advanced reading on specific asects, themes, and authors in French of Spanish literature of interest to students. Limited to advanced students on an individual basis. hours TBA TC long.

HOW DO YOU TICK? Jane

Exploration of your body's biological time clock. Many of the physiologicaland even psychological workings of your body follow some rhythm. May include circadian rhythms of other animal and plants.

short TC 2-3hrs, possible lab hrsi-i i/2.wk.

BEST COPY AVAILABLE

HUMAN PHYSIOLOGY Jane

Beginning study of the cell, its parts and functions, DNA, tissues, organs and systems of the body. An understanding of the individual systems will be integrated with an understanding of the inter-relationships of the body. May lead to an in depth study of particular organs of systems at a later time. BB 3hrs/wk. Lab 1 1/2 - 2/wk short

INTENSIVE OFFICE TRAINING Marty

Emphasis on individual skills, knowledge, and attitudes in stenographic, clerical, and boolleeping areas. Students will work at their own rate and study will be individualized. Possible courses are shorthand, typing, office machines, business law, bookkeeping, business english. Students may suggest others. Also included will be on-the-job experience.
long TC hours TBA

BEST COPY AVAILABLE

INTROSPECTIVE WRITING Roger

How to write about your thoughts, feelings, fantasies, dreams so that other people can understand them and without sounding silly. Students will read bits and pieces by authors deeply into themselves or their characters (eg. James Joyce, Franz Kafka) BB 3hrs/wk short
Emphasis will be on gettinf into your head and writing about what you find there. We'll read and criticize each oter's writing to try to develop more effective styles.

THE INVENTIONS OF NAPIER Dave

Napier's Bones Log tables Slide rule
More or less a traditional approach with a minimum of lecturing and an emphasis on one-on-one teaching, individual practice, worksheets. Evaluation by teacher observation, not test. The ideas and procedures learned in this course can be applied to other fields in math and science .
short TC 2ñ3 hrs/wk

THE MATHEMATICS OF LIFE INSURANCE Dave

The study of Sets, Probability and Statistics as related to the Life Insurance industry. short-med. TC begins later

METRIC SYSTEM Dave

Introduction to the Metric system. The problems that have arisen and will arise in the transfer to the metric system in business and industry.
short TC bggins later

PASCAL', HIS TRIANGLE, AND RELATED IDEAS Dave

An introduction to the man, the triangle. We will show, discuss, and study in depth the applications of the triangle. Course is aimed more toward the beauty of math than practical application. Students will do research in these areas and present reports to the group. The presentation will be evaluated. 2-3 hrs/wk short TC begins later

PHOTOGRAPHY Roger

You must have your own camera (no Brownies) and be able to spend some some money on film and developing. Beginners will learn basic skills while working on a small photographic project of their own design. Field trips around Cleveland can provide subject matter. People who already know tbe basics will design a project using prints, slides, or slide tape. Advanced photographers may earn credit teachers beginners. long TC variable credit

PRE-COLUMBIAN AMERICA JB

A survey of Incan, Mayan, Aztec civilizations. Some basic methods of archeology will be discussed. Some time will also be spent on various North American cultures. medium TC 2 hrs/wk

PSYCHOLOGY Fred

/An introductory course which may be followed by short courses on Behaviorism, Humanism, Transactional Analysis, Gestalt, and others.
short BB 2 hrs/wk

REACTIONS TO THE MODERN EXPERIENCE- A CLUSTER COURSE STAFF

An attempt to look at the forces, problems and concerns of the present and how they affect us in a variety of ways. It will work best if you take everything, but you may pick and choose.

DEFINITION OF THE MODERN EXPERIENCE AND ITS LITERATURE Toni

Will define the modern experience and continue as a study of the literature which reacts to it. Specific choices to be made by students. Some ideas are :theatre of the absurd, modern novel, modern poetry, themes like alienation in modern society, the city in modern life, existentialism in literature, minority reaction to modern life, etc. At least one major project. 2 hrs/wk long

VALUES CLARIFICATION JB,Fred

What do you value? Why? Have values changed in modern times?
medium BB 1-2 hrs/wk

WOMEN'S EYE VIEW JB, Fred

How do women see the modern world? Is it changing for them?
short - medium TC 1-2hrs/wk

VALUES THROUGH VONNEGUT Fred

What does Vonnegut see in our world? How does he express it?
medium TC begins in about 6 weeks

SIMPLE LIVING Marty

Deals with finding and financing farms, homesteading, raising animals, organic gardening, cooking, useful farm crafts(eg. soap-making). Farmers will be found to help fulfill the experience. How to live an uncomplicated life in a complex society.
TC long 2 hrs/wk

THROUGH THE EYES OF ESCHER Dave

Study of the works of M.C. Escher and his life. short TC 1hr

FUTUROLOGY Roger

What may lie ahead? begins later hours TBA

SCIENCE AND TECHNOLOGY Jane

Examinationof the inventions and technology of our modern society. Have they changed our lives? What are the implications for society? 2-3 hrs/wk short TC

FRENCH ART AND ARCHITECTURE OF THE 19th AND 20th CENTURIES
Don course described above

SUB-SAHARAN AFRICAN ART JB

We will use slides, art books, and the special exhibition at the Art Museum to explore various forms of African art.
begins October short BB 1 hr/wk

TAOISM AND BUDDHISM Fred

A study of two Eastern philosophy/religions. Learn about Zen now.
medium BB 2 hrs/wk

TRADITIONAL MATH Dave

Students may choose to study geometry, algebra, trigonometry, and analytical geometry in a more traditional way. BB long

WORKSHOPS STAFF-COL

The Col staff has decided that periodically all (or most) Learning Activities in the Col would stop for a short period, one to three days, for the purpose of conducting workshops for the entire Col. Ideas for workshops include "The Constitution", (required by Ohio law), simulation games, community service, or the study of a particular subject of general interest.

WMNS Toni, Roger

Group will organize itself into a television production crew to produce TV shows. The course will include all aspect: organization, making contacts. planning, researching, writing, directing, filming. Students will work on all phases, but may specialize.

A YEAR IN THE LIFE OF AMERICA(Toni) BB med-long 3or more hrs/wk
Indepth study through orig. sources of any year in US.3hrs BB

BEST COPY AVAILABLE

BEST COPY AVAILABLE

APPENDIX F

TO ALL NEW SCHOOL PARENTS: Please fill in this form and hand in to Committee members at end of Tiger's Den parents' meeting.

NAME:

ADDRESS:

PHONE:

CHILD'S NAME AND COL:

INTERESTED IN PARTICIPATING IN PARENTS' COMMITTEE:

OCCUPATION:

SPECIAL INTERESTS OR EXPERTISE (ie., natural sciences, building, sewing, or mechanical skills, technical know-how, creative arts, crafts, academic interests and knowledge, different cultures and countries, etc. Please be as specific as possible):

ARE YOU WILLING TO SERVE AS A RESOURCE FOR INDIVIDUAL STUDENTS OR STUDENT GROUPS?

DO YOU TRAVEL IN YOUR WORK? WHERE? IF SO, ARE YOU WILLING TO VISIT A COLLEGE CAMPUS OR TWO TO DROP OFF NEW SCHOOL LITERATURE AND DISCUSS NEW SCHOOL AND THE ADMISSIONS STAFF (New School staff would orient you)?

QUESTIONS YOU HAVE ABOUT NEW SCHOOL:

SUGGESTIONS:

APPENDIX C

APPENDIX OF TEACHER OFFERINGS

THIRD-FLOOR COL

Courses offered by teachers

BEST COPY AVAILABLE

Broadbooks, Joann.
AFRICAN COOKING. T Th 1-12.
AFRICAN WRITERS. M W F 11:30-12:30.
PRE-COLUMBIAN AMERICA. M W F 1:30-2:30
VALUES CLARIFICATION. T Th 10-11
WOMEN'S-EYE VIEW. M W F 2:30-3:30.
APPALACHIA. M W 2-3
AFRICAN CULTURES. T Th 11:30-12:30.
SQUARE DANCING. T Th 2-3
AMERICAN HISTORY. M W F 11-11:30.
PALEOANTHROPOLOGY. M W F 1:30-2.

Don Day.
BEGINNING FRENCH. MTWTF 8:30-9.
FRENCH ART. M 9.
CONVERSATIONAL FRENCH.
BEGINNING SPANISH. M T W Th F 9:30-10.
FRENCH LITERATURE. W 10:30-11.
CONVERSATIONAL SPANISH. T Th 10:30-11.

Marty Dumnich/ Hines.
INTENSIVE OFFICE TRAINING. M W F 1:30-2:30.
READINGS OF J. KRISHNAMURTI. T Th 1:30-2:30
SIMPLE LIVING. T Th 1:30-2:30.

Jane Farber.
SCIENCE AND TECHNOLOGY. T Th 8-10.
BIOLOGICAL TIME CLOCK. M W F 9-10; T W Th 10-11.
BASIC ECOLOGY. M W F 11-12.
BASIC ECOLOGY LAB. T Th 11:30-1.
FDA & YOU. M W F 1-2.
HUMAN PHYSIOLOGY. T Th 2-4; M W 3-4.
FILM AS PROPAGANDA. W 7:30-9:30.
HEMINGWAY. M W F 11-12.
ANIMAL BEHAVIOR. T Th 8:30-10.
AMERICAN INDIAN. T Th 11-12 (co-taught).
ENERGY CRISIS. T W Th 10-11 (co-taught).
CHEMISTRY. M W F 9-10.
GENETICS. T Th 2-3 or 3:30.
NEW PHYSIOLOGY. M T W Th 12:30-1:30.

Toni Hunter.
MODERN EXPERIENCE. MWF 12-1. Now 2 sections, 11-11:50,12
A YEAR IN THE LIFE OF AMERICA. M 2-5.
COMMUNITY INVOLVEMENT. T 10.
WWHS. T Th 2-3:30.
BASKETBALL. Th 1-2.
POPULAR MUSIC. W F 8:30-9:30 (co-taught).
INDEPENDENT BOOK READING. M 8:30-9.
FILM AS PROPAGANDA. W 7:30-10.
AMERICA (Alistair cooke tapes). T Th 9:10-11.
HISTORIC PRESERVATION. mid-oct. conference. Hours

BEST COPY AVAILABLE

Fred Mills.
VONNEGUT. W 1:30-2:30.
PSYCHOLOGY. M W F 9:30-10:30.
PSYCHOLOGY INDEPENDENT STUDY. M 1:30-2; Th 12-1.
VALUES CLARIFICATION. T Th 10-11.
COMPARATIVE RELIGIONS. T Th 1:30-2:30.
KARATE. M Th 2:30-4.

Dave Muthersbaugh.
CHARIOT OF THE GODS. M W F 1-2.
MATHEMATICS OF LIFE INSURANCE. T Th 1-2.
GEOMETRY. T W Th 10-11.
INTERMEDIATE ALGEBRA. M W F 11-12.
NAPIER. M W F 1-2.
ESCHER. T Th 1:30-2.
TRIGONOMETRY. W 2-2:30.

Roger Warner.
JAMES JOYCE. M W F 2-3.
INTROSPECTIVE WRITING. M W 11-12; T Th 11-12.
HERMAN HESSE. M W F 102.
B ASIC BACKPACKING. T Th 3-4.
FARM/RURAL EXPERIENCE. T Th 7:30-8:30 AM.
PHOTOGRAPHY. M 3-4 originally; now indiv. projects.
FINNEGAN'S WAKE. M W F 11-12.
FEORGE ORWELL. M W F 1-2.
RESEARCH PAPER. T Th 10-11.
WWNS. T Th 2-3:30 (co-taught).

APPENDIX H

STUDENTS HAVE SOMETHING TO TEACH

Fantasy books, wild foods, Greek mythology
Horseback riding & care, dance exercise, ballet beginning pointe, character dance, choreography
Chinese brush painting, oboe reed making, oboe, piano
Modern dance and exercies
Yoga
Radio plays & jazz
Shagavad-gita, Srimad-Bhagavatan, all Vedas, Yoga, Self-Realization, Spiritual life
Photography, cinematography
Tennis, Beginning Hebrew
Tap dance
Back packing, climbing (?), silversmith
Swimming, photojournalism, math, science
Embroidery, sewing, silversmith
North Amer. Indian Philosophy, religion & sun dance Fantasy, science fiction, copping out of society or changing it
Sewing
Navigation, sailing
Comix
Bicycling, Bicycle repair, cross-country skiing Alpine (downhill) ski repair
Skiing, ski techniques
Woodworking & related areas, model making, selling door to door, candle making
Art, skin diving, backpacking, camping and swimming
Macrame, Imperial Tsarist Russian History, embroidery
Silvermaking, beginning Hebrew
Environmental issues, energy, backpacking, a little climbing, spelunking
Motorcycling
Sailing, photography banjo picking, film & sound for film, rally driving
Sailing
Swimming, competitive swimming, procrastination
Horses, farming
Italian cooking
Enameling
Skiing (snow or water) canoeing, gen. camping skills, survival (?)
Photography
Fencing, swimming, voice, drama
Darkroom techniques, Karate
Swimming (synchronized)
Embroidery, knitting
Computers, Aviation

BEST COPY AVAILABLE

APPENDIX I

S[illegible]-UP SHEET FOR COURSE OFFERINGS AT [illegible] CENTER

[illegible] ____________________

____

____

____

____

[illegible] ____________________

TIME ____________ PLACE ____________

CREDIT [illegible] ____________________

[illegible]

____

____

____

____

____

____

____

APPENDIX J

NEW SCHOOL, CLEVELAND HEIGHTS HIGH

COL 2

BEST COPY AVAILABLE

INFORMATION ABOUT NEW SCHOOL GRADES

Dear New School Parent,

As promised in my letter to you earlier this month, we are reporting to you concerning your childs academic progress in New School for the first semester 1973-74.

Your child may have engaged in a number of learning activities. The academic *quantity* in these activities is translated into "evaluated creditable hours." The academic *quality* of those hours has been evaluated jointly by all persons concerned with that activity, including your child. Both a description of the learning activity, the qualitative evaluation of your child's progress in it and the number of evaluated creditable hours awarded your child are described in the attached NEW SCHOOL EVALUATION REPORT.

The Evaluation Report is summarized in the REPORT OF NEW SCHOOL GRADES attached. Snce all learning activites in New School are multi-disciplinary and the child's whole performance is graded, we issue grades only for completed units of credit (120 evaluated creditable hours). The teacher underwriter is finally responsible for awarding the *amount* of creditable hours. I, as HomeGroup Advisor, am finally responsible for awarding the grade for each 120 hours of credit. IT is arrived at jointly by myself and your child.

If you have any questions about our procedure of this report—which is bound to be confusing the first time around—please feel free to telephone me or make an appointment to discuss the matter. My number is 382-9200, extension 411. If you can't reach me at school, try me at home.

FIRST SEMESTER 1973-74

[illegible]

[redacted]

DESCRIPTION AND EVALUATION OF LEARNING ACTIVITY

BEST COPY AVAILABLE

CREDITED HOURS

FUTUROLOGY PHASE ONE

A simulation of the future dealing mainly with "future shock." Second Phase will involve more technical aspects of the science of predicting as used by governments, industry and similar organizations.

[redacted] was more thoroughly involved in this Phase than any other student. He xxxxxxxxxx exercised leadership at crucial times when either interest was flagging or when the rathercomplicated instructions involved were not being well understood by other students. He wrote several papers during the course of the simulaion tying its general ideas together with several books he read in connection with it. 35

DEATH & DYING

Self-evident. Course introduces student to the idea of his own death.

Evaluation is somewhat subjective in this course. [redacted] states he became more sensitive to the ideas of dying and the exposure to theories about the different stages of dying among terminal patients helped him to accept the idea of his own death and that of persons close to him. From his comments in class I would affirm his feelings about his involvment in the course. He is looking forward to the second part of the course dealing with the sociological and anthropological aspects of dying in America and elsewhere. 30

LOGIC

Deals with basic principles of logic, fallacies, and the art of argumentation.

The course teacher reports: "In class, [redacted] was responsibve and got into all the verbal debates; his attendance was good, and his overall attitude congenial. He was guite able in the art of argumentation." 40

GEODESICS

Student-led course involving basic geodesics and small andlarge model building.

[redacted] learned the basics aspects of geodesic dome-building. He worked hard and showed good progress in comprehending the material. He will continue with Trig during the second part of this course. 35

FICTION

Reading, discussion and some papers on contemporary fiction.

[redacted] did considerable reading and writing of papers for this course. He made a very important contribution to the class especially in stimulating discussions. His general performance was outstanding. 32

————————Carried to reverse side of this sheet 172

NEWS ANALYSIS

Discussion and analysis of the news and its implications. Class was composed of some of the finest students in New School and was chanllenging.

"[redacted] did well in class and contributed immensely by participating in the discussion of the news." So reported the student leader of the course. Actually no one student xxxxxxxxled the course. All were jointly responsible. [redacted] was particularly well informed about current happenings from his readings and news-watching. 23

DISCOVERING CALCULUS

An experimental course which covered basic calculus concepts and practical applications. Course was developed at M.I.T. this past summer for xxx college use. New School piloted the course here.

The course was pursued largely independently by the students. His instructor reports that "[redacted] has assumed full responsibility in this course, worked independently, and appears to understand well the material covered thus far." 40

MISCELLANEOUS NON-ACADEMIC CREDITED HOURS:

HomeGroup and COL meetings	18
Orientation	2
Doc Day	3
HomeGroup trip	7

FIRST SEMESTER 1973-74

BEST COPY AVAILABLE

REPORT OF NEW SCHOOL GRADES

[redacted]

CREDIT	Consisting of:	Hours:	AMOUNT	GRADE
NEW SCHOOL ONE			1	A
	Futurology	35		
	Death & Dying	30		
	Geodesics	35		
	HomeGroup and COL meetings	18		
	Orientation	2		
NEW SCHOOL TWO			1	A
	Logic	40		
	Fiction	32		
	News Analysis	23		
	Discovering Calculus (part)	25		
Evaluated hours not yet counted:				
	Discovering Calculus (part)	15		
	Doo Day	3		
	HomeGroup trip	7		

HOMEGROUP ADVISOR'S COMMENTS: My primary comments have been forwarded to colleges with [redacted] applications and in my letter to his parents of Jan. 1st. His work academically has been excellant across the board. His cntribution socially and politically to New School has been mature and rewarding to all.

I AGREE WITH THE ABOVE NEW SCHOOL GRADES ____ (initials)

I DISAGREE WITH THE ABOVE GRADES FOR THE FOLLOWING REASONS:

[redacted]

[illegible]

[redacted]

Homegroup Advisor

BEST COPY AVAILABLE

NEW SCHOOL REPORT TO PARENTS

Student [redacted] Date Feb. 1, 1974

Homegroup Advisor [redacted]

Course	Teacher Resource Underwriter	Credit Hrs. Completed
PSYCHOLOGY	[redacted]	34

[redacted] has continued to be involved in class activities. She did the reading required and showed an interest in what went on. [redacted] participated in the trial and did her best to take it seriously. [redacted] might have learned a little more if she had done outside reading. But she benefited and the class benefitted from her earlier report on violence.

VALUES CLARIFICATION	[redacted]/[redacted]	14

Since the first evaluation [redacted] has continued to be an active listener and she has also verbally participated more. [redacted] showed interest in what was going on. She was willing to do all the exercises and I eppecially enjoyed hearing about her successes. [redacted] was also willing to challegge people when she felt they were generalizing. She did this without making them feel defensive. I appreciate her honesty.

COMPARATIVE RELIGIONS	[redacted]	19

[redacted] has heard all but one of the speakers. She has shown an interest in all of them. [redacted] contributed to class discussions and questioned the speakers when she was interested. She is making an effort to get something out of the class.

MODERN EXPERIENCE	[redacted]	30

[redacted] has done all that was required of her. She gained a better understanding of how point of view and character operate to further meaning in a work of fiction. Her papers showed good insight to the significant themes in the works read. She should work on transition in her writing. [redacted] participated occassionally in class discussion but listened carefully to others. Her work was generally above-average.

INTROSPECTIVE WRITING	[redacted]	36

[redacted] put a great amount of thought and effort into her writing. Herepapers were usually well-developed and well thought out. [redacted] has special talents in developing mood. She uses words in unique and creative ways, especially in description (visual). She also has the rare ability to project herself into the mind of a character and tell the story from that character's point of view. Her style is fluid. She needs to work on characterization. The reader does not always get a clear impression of a character's qualities. Overall, [redacted] writing is very creative and effective.

BEST COPY AVAILABLE

PRE-COLUMBIAN AMERICAN HISTORY [redacted] 7.5

[redacted] has continued to attend regularly and join in discussions. She read much of Aztec: Man and Tribe and read widely for her research paper on Pre-Columbian medicine. It was a very well-written, well-organized and informative paper. Very good work. Her over-all seminar work was good.

SURVIVAL [redacted] 19

[redacted] attended class, listened and participated in discussions. She has learned a great deal on camping since she had little knowledge of it prior to taking the class. She is reading on wild foods to report orally to the class.

FRENCH ART [redacted] 30

Regular attendence. All work completed to date. Very complete and excellent work.

From the last evaluation FRISBEE - 5 hours.
NEW SCHOOL CREDIT #1 - B -Fr.Art(30), Mod. Exp.(30), Pre-Col.Amer.His.(20)
Values Clar.(20) and Comp. Rel.(20)

[redacted] has earned another 194.5 hours of credit. 120 hours is necessary for a credit. Her second New School credit is graded B+ arrived at by combining PSYCH. (34), VAL. CLAR.(14), COMP. REL. (19), MOD.EXP.(30), SURVIVAL(19), and PRE*COL. AMER. HIST.(4).

APPENDIX K

BEST COPY AVAILABLE

FROM THE DESK OF ____________

____________ [redacted]

Sewing
Leather
Fashion - Historic Costume
Knitting - Crocheting - Needlepoint - Macrame
Tailoring
Men's Clothing
Design by draping
International Cookery
Period furniture
Upholstery - refinishing (simple)
Microwave cooking

Will we have to comply with state requirements of lab hours for home ec. credits?

Who will determine the number of week a course will last,
number of hours per day,
number of days per week.

Grading?

BEST COPY AVAILABLE

DICKENS and the VICTORIAN AGE

CREATIVE POETRY- LITERARY, ART MAGAZINE

ANCIENT GREEK MYTHOLOGY

ANCIENT GREEK THEATER

JOURNALISM

INDIA INK DRAWING AND DESIGN

EMBLEMS, LETTERING, PERSONALIZED DESIGNS
for INVITATIONS, DOCUMENTS

HOLOCAUST LITERATURE

ROMANTIC - VICTORIAN POETRY

RELIGIOUS - POLITICAL HISTORY of ISRAEL,
ANCIENT and MODERN (hundreds of slides)

BIBLICAL HISTORY and LITERATURE

PROGRAMING FOR CAMP, ARTS and CRAFTS, DRAMATICS,
CAMP NEWSPAPER

HEBREW LANGUAGE - INTRO. to READING, WRITING,
SPEAKING

FRENCH

EUROPEAN BREAD AND PASTRY BAKING

PUBLIC SPEAKING

WORKING WITH COMMUNITY AGENCIES,
EDUCATIONAL, SERVICE, HEALTH, WELFARE

hat can I offer: [redacted]

“

In addition to
many, I have a back-
ound of [illegible]
al works which can
a foundation for some aspects
sociology, political
science, anthropology,
psychology, etc.
Also, I've lived an awful
ong time. - E K Gatfield

Here are some things I am
interested in delving further
into [redacted]

Algebra + Number theory; various algebraic systems

History of mathematical thought, "traditional mathematical problems"

Geometry, topology, Non-Euclidean geometries + solid geometry

Polynomials + their characteristics

A that course concerning polyhedrons.

Weaving. Perhaps students would like to build a loom? Could bring in history of weaving + perhaps visit a mill! Bring in study of textiles, also.

Anthropology of North - meso- + south American tribes.

BEST COPY AVAILABLE

Breadboards

rican history & culture
frican cooking
tik and flake Batik
chology
thropology
mping
ike riding
joy learning languages
tening to Renaissance & Baroque music
t history, especially medieval + Renaissance
ography
me sewing
ading
ience fiction, especially
otography
rican novels

BEST COPY AVAILABLE

from
5

I'd like to

(1) facilitate groups

(2) find and work with] kids who need to be found and worked with

Agenda Question
How to reach & involve all students in H.S.

[redacted]

BEST COPY AVAILABLE

TEACH: VARIOUS AREAS OF ENGLISH LIT. INCLUDING JAMES JOYCE, GEORGE ORWELL, FRANZ KAFKA, RAY BRADBURY, HERMANN HESSE., ENGLISH ROMANTIC POETS, MARK TWAIN, AMERICAN REALISM

CREATIVE WRITING (SHORT STORIES)

INFORMAL SPEECH

LIBRARY RESEARCH

EXPOSITORY WRITING

PHOTOGRAPHY, BEGINNING + ADVANCED

PHOTO ESSAY

FACILITATE: RURAL EXPERIENCE W/ SCIENTIFIC FARMING

MOTORCYCLING, STREET AND CROSSCOUNTRY

BACKPACKING, CAMPING, OUTDOOR LIVING SKILLS

GOLF

BASIC COOKING

GROUP PROCESS

COMMUNICATION (BASIC INFORMAL) BETWEEN STUDENTS AND STAFF

STUDENTS MAKING DECISIONS RE. THEIR OWN EDUCATION, BOTH CONTENT AND PROCESS

ryles that were in
leveland at the turn
the century, both wealthy
nd poor. Could collect a
aterial history of Cleveland
His, do a census to find
ut who + where are the old
eople in Cleveland His.,

BEST COPY AVAILABLE

[redacted]

History of Latin America. –

Cross-cultural studies of foods, implements, etc

History of Art. Especially interested to read works by artists.

Contemporary art.

Social organization at Heights High School: an anthropological study.

Anthropologically oriented studies of Cleveland Heights and greater Cleveland area.

Historical study of Cleveland; Could visit old buildings, talk to older residents, spec living relatives of the

SKILLS - [redacted]

Variety of English experiences including in particular modern novels, southern novels, literary experience of early America, literature of social concern, theater of the absurd, philosophy through literature, linguistics, writing, research techniques, poetry, females in lit., black lit.

In addition to cultural interpretations of various phenomena, media, creative photography, walking tours through Cleveland, cooking, film appreciation and criticism, community organization

I can facilitate hiking + camping experiences, softball,
political and community

BEST COPY AVAILABLE

History of Dance

Child Growth + Development

Marriage + alternative Life Styles

Developing Relationships —

All other offerings in Ind. Sports or Dance.

Will any of these activities be open for both C.O.'s?

BEST COPY AVAILABLE

Here are some areas I am interested in and I am qualified to teach.

physics
some areas of electronics
calculus (and other areas of math)
photography - I have been involved this year with moon, planet, and deep sky photography using a Celestron 5 telescope.
I would also like to investigate the history of science.

I would like to teach a course in the new school which centers around the main areas of physics, but in which students are much more responsible for planning and setting up experiments and are free to investigate problems they are especially interested in.

BEST COPY AVAILABLE

[redacted]

[redacted]

Camping - Hiking
Canoeing - skiing - yoga - [illegible]
Horseback riding
Health foods
Organic Gardening - Foraging
Coop Business (Health foods
(Book stores
Candlemaking
Homesteading
Ecology & key [illegible]
Traditional courses / [illegible]
Secretarial training
Gen. Bus.

[redacted]

Fund : [redacted]

Topics of Interest

Geometry - all topics considered in traditional course

Algebra - all topics generally considered as being the traditional first and second year course

Trig - to some degree

Slide rule -

Computers and Calculators - some interest in and great respect for ...

Paddle ball and handball - enjoy playing but out of shape.

Sports - enjoy watching and discussing most spectator sports, especially football and stock car racing.

[redacted] Things I like to do and think I can do well

Be optimistic and realistic
Work with concepts and ideas in American education and history
Deal with development of ideas into programs
Work with groups trying to achieve particular goals
Work with individuals trying to achieve particular goals
Work with individuals trying to work within groups towards particular goals
Work with individuals trying to achieve and articulate goals

BEST COPY AVAILABLE

QUESTIONS —

1. HOW DO PEOPLE FEEL ABOUT THE STAFFING DECISIONS? ✓

2 ~~WHAT IS THE~~ [illegible]

2 HOW DO WE FIND OUT EACH OTHER'S IDEAS ABOUT [illegible] WHAT KINDS OF THINGS ARE POSSIBLE IN NS AND HOW THEY SHOULD BE TAUGHT.

3. WHAT DOES "INTERDISCIPLINARY" MEAN?

4. WHAT IS THE MOST ~~IS THERE AN~~ EFFICIENT AND ACCURATE WAY OF GETTING INFO AND INVOLVEMENT FROM KIDS?

5 HOW DO WE KEEP THE STAFF FROM FRAGMENTING?

Questions:

What will be offered
in the way of orientation
to incoming students who
may have vague ideas as
to what New School is +
how it operates? (Possibly
not much more confused
than mine at this mo-
ment)

Assuming a measure
"expertise" in a given
rea, how can this be
hared with the students?
ow active is the teacher
offering material or areas
study, or is this left primarily to

AGENDA

BEST COPY AVAILABLE

Questions - [redacted].

1 Will there be money available for purchasing text books for teachers and students?

2. As the proposal is set up, will Jan Apelin and I be in the same COL?

AGENDA - Toni Hunter -

1. Information on attempts to get funding ✓
2. Enumeration of tasks and organization to accomplish them.

[redacted]

1. When do we meet with students?
2. How do we establish COLs?
3. Can we meet frequently enough to get to know each other!
4. When will we determine thrust of each COL so that we can really begin in September?
5. Can we who are new discuss the proposal with those who were in the original planning group?

[redacted] — Questions I have about New School

How shall we become a working organization of people
Who do we really feel is "we"
Where are the kids and how and when to we all find out bout each other
How do we avoid running theprogram for the kids
How do we instill confidence in the kids that they are capable of running the program
How do we decide who should do what

APPENDIX L

TEACHER INTERVIEW

BEST COPY AVAILABLE

New School
COL 2

1. When and how did you hear of New School?

____

____

2. Did you have any specialized training? Why did you decide to teach here?

____

____

3. What do you see personally as the objectives of your COL?

____

____

4. What are your particular objectives in teaching in the COL?

____

____

____

____

5. How do your own objectives reinforce the overall goals of the program as you see them?

____

____

____

6. What information or skills are you attempting to give the students?

____

____

7. What methods and materials do you use in instruction?
   1. How do you motivate your students?
   2. How do you meet individual differences?
   3. What are some of the activities in which your students are involved?

____

____

BEST COPY AVAILABLE

8. Do you have methods of evaluation? If so:
   1. How do you evaluate your students?
   2. How do you evaluate yourself as a teacher?

9. Do you feel that you are accomplishing your objectives in CCL 2? If yes, how? If no, why not?

10. What do you feel are
    1. the major strengths of CCL II?
    2. the shortcomings of CCL II?

11. What do you see for the future of this program (concerning finance, and changes in things such as objectives, curriculum, methods).

12. What is your relationship with CCL 2 staff and students?

13. What is your relationship with parents?

14. How do you view the parent role?

APPENDIX M

center for new schools

BEST COPY AVAILABLE

October 16, 1973

Ms. Toni Hunter
Evaluation Committee
New School
Cleveland Heights-University Heights
City School District
2155 Miramar Boulevard
Cleveland, Ohio 44118

Dear Toni:

This letter will serve to formalize the agreement between Center for New Schools and New School to complete an evaluation on the New School program during the 1973-74 academic year.

The evaluation will be a programatic evaluation focused on the effect of the program on students. The primary forms of data collection will be interviews of 30 students in each COL, questionnaire information from the same students, and a participant observer on the site of New School. The basic Center role will be to provide the coordination, training, and supervision necessary to insure an effective and objective evaluation of the New School program.

I. Activities to be carried out.

The Center agrees to provide the following activities in carrying out the evaluation. Following the description of each activity is the estimated number of man days by Center staff to complete that activity.

1. Preparation of materials. 4 Man Days

Task: Prepare initial questionnaire format and initial suggestions for questionnaires.

2. First Visit. Eight days early November. 8 Man Days

Task: a. Make final selection of the participant observer with the evaluation committee of New School.

b. Meet with interviewers and evaluation committee to refine questionnaire and interview questions.

131 s. dearborn · suite 1527 · chicago, ill · 60605 · (312)922-7436

c. Train interviewers to administer interview and questionnaire. This training will include a test interview for each of the interviewers.

d. Initial training of participant observer.

3. Preparation for Second Visit. 2 Man Days

4. Second Visit. Early December 4 Man Days

Task: a. Continue work with participant observer.

b. Develop with evaluation committee and the interview team a data analysis scheme.

5. Preparation for Third Visit. 2 Man Days

6. Third Visit. March. 4 Man Days

Tasks: a. Workshop for staff.

b. Continue work with participant observer.

c. Preparation of interview team for second data collection.

d. Continue work with evaluation committee on data analysis.

7. Prepare report for School Board and prepare workshop for staff of New School. 12 Man Days

8. Fourth Visit. 2 Man Days

Task: Present Workshop.

9. Consulting time during evaluation process 5 Man Days

The cost for these activities are indicated in the budget.

II. Responsibilities of the Center for New Schools.

1. To provide professional coordination of the evaluation effort.

2. To train participant observer and the interview team for the collection of data.

3. To prepare initial format and questions for interview and questionnaire.

4. To develop systems for the feedback of participant observation data to the school.

5. To prepare questionnaire and interview schedules in collaboration with the New School evaluation committee for the collection of data.

6. To prepare two workshops for the New School staff.

7. To prepare one formal report to be submitted to the Board of Education and to the Ohio State Board of Education.

8. To provide consulting help to data collectors during the duration of the project.

III. Responsibilities for New School.

1. To provide a liasion person to the Center for New Schools for the evaluation. This liasion will be responsible for all administrative tasks to be carried out at New School including the scheduling of interviews and meetings.

2. To do the initial selection of a participant observer.

3. To provide coordination with all students and staff for the effective implementation of the evaluation plan.

4. To select student interviewers and interviewees consistent with the plans developed by the Center for New Schools and the evaluation committee.

IV. Financial Arrangements

Center for New Schools will submit a monthly statement for direct costs of services rendered during that month with an indication of how much progress has been made toward completing the activity steps.

New School will earmark $7,765.00 for this work by Center for New Schools.

Any payments to the participant observer will be in addition to this amount and will be channeled through Center for New Schools. The participant observer will then be considered formally as an employee of Center for New Schools.

The budget amount is $500 more than we discussed in Cleveland because I made a mistake in the number of days on the second visit. I had calculated for a total of 4 man days instead of 8 man days. This is a difference of $600. $100 was then subtracted for long distance telephone calls because you indicated that you can make most of the calls from New School so they would not be a cost for us. I hope this error on my part causes no problems.

The Budget arranged by activity is enclosed. If these arrangements are agreeable to the evaluation committee of New School, please indicate that to me as soon as possible. We will then forward to you formal contracts for signing which will basically be comprised of this letter but in a contractual form. Also please call if you have any questions or would like to discuss any of the points further.

We look forward to working with New School.

Sincerely,

Tom

Thomas A. Wilson
Executive Associate

TAW:mai

Enclosure:

BEST COPY AVAILABLE

WE NEED SOME HELP knowing what you expect from New School and knowing what kind of student New School attracts. Please answer the questions as accurately as you can. No names please.

1. Rank the learning experiences available in New School in terms of their importance to you.	VERY IMP'T.				NOT AT ALL IMP'T.
learning groups led by teachers					
learning groups led by students					
learning groups led by community people					
learning experiences out of school					
independent study					

2. Indicate how important these aspects of New School are to you					
flexible scheduling of time					
variety of learning opportunities					
being a part of a small community					
to have a voice in course content					
to be able to start your own course					
to have a voice in all decisions of N.S.					
casual atmosphere					
being able to use resources in & out of school					

3. What is the importance of these~~s~~ traits in the teachers you deal with					
ability to relate to individual students					
vigorous presentation of material					
open to opinions of others					
specific knowledge of subject area					
willingness to let students make decisions					
creativity					
follow through on ideas					

BEST COPY AVAILABLE

4. How important is it for the teachers

	VERY IMP'T				NOT AT ALL IMP'T.
to understand you	___	___	___	___	___
to teach you academic skills & study habits	___	___	___	___	___
to stimulate your mind	___	___	___	___	___
to encourage you in doing what you want to do	___	___	___	___	___
to teacheyou job habits	___	___	___	___	___
to help you make sensible decisions & stick to them	___	___	___	___	___
to help you see your mistakes	___	___	___	___	___
to help you with your non-academic problems	___	___	___	___	___

CIRCLE ONE of the choices in the questions below.

5/

5. Do you expect to spend most of your time in one kind of learning activity
yes no

6. Do you expect to study many different things one special interest.

7. What was your most important reason for joining New School?x variety of curriculum
disappointment with other learning experiences greater freedom
the way New School is organized teaching staff other students in program
other____________________

8. Where did you first hear of New School? by participation in Flex
from a guidance counsellor from a student in Flex from a student
at a meeting at your junior high by reading about it in the curriculum guide

9. What is the average grade you received last year in Eng.Soc.St. Science Math?
X D C B A

10. What is the overall average grade you received last year? X D C B A

11. In general, how much say or influence do you want each type of person below to have in running New School? Indicate with a check some where along the line from no influence to a great deal of influence.

	no influence				a great deal of influence
the school board	___	___	___	___	___
you, yourself	___	___	___	___	___
the principal and assistant	___	___	___	___	___
the teachers	___	___	___	___	___
parents of students	___	___	___	___	___
the students	___	___	___	___	___
	___	___	___	___	___

15. Order the following ways of evaluating performance in learning activities to indicate which way you think would be the best, generally, for you.
Order them 1 - 8 1 is best 8 is worst participation and discussion
journal tests papers tapes conferences with teachers projects
other____________________

13. How often do you think student self-evaluations produce realistic measurement of achievement. always most of the time sometimes almost never never

14. How often do you think evaluations by other students produce realistic results most of the time sometimes almost never never always

15. Were you a Flex student? ____ 16. Were you in H.C.? ____

16. How many years have you been going ~~to~~ to Cleve.Hts.-Univ.Hts. schools? ____

17. At this time, how far do you think you'll go in school? finish high school go to a community or junior college go to college go to professional school

18. In New School do you think you'll be expected to set standards for yourself which are higher than before the same lower

19. About how many days were you absent from school for any reason last year
180-100 99-75 74-50 49-25 24-15 14-1 0

20. If you could have any job you wanted, what job would you like most 15 years from now? ____________________

21. How long did your mother go to school? ______ your father? ______
(start counting at grade one)

22. Below circle often if you've done the thing mentioned many times, some if you've done it a few times, never if than applies.

often	some	never	taken a book out of a public library
often	some	never	been away from home without your parents for more than a week
often	some	never	gone to a museum to study something
often	some	never	done research in a library
often	some	never	travelled outside of the state
often	some	never	talked to someone who has been in jail
often	some	never	been to a play other than school
often	some	never	been to a professional sporting event
often	some	never	seen a mechanic at work close-up
often	some	never	travelled outside of the United States
often	some	never	talked to a person in politics
often	some	never	worked on a farm
often	some	never	camped in the wilderness
often	some	never	been to a musical concert other than school
often	some	never	earned your own spending money

23. No two people have exactly the same ideas about what they want to do in their lifes. In the following list use a number to indicate how important each goal is to you. 1-essential, 2-very important, 3-fairly important, 4-fairly important, 5-very unimportant, 6-don't care at all

to achieve in a performing art
to be looked up to by friends
to influence social values
to have an active social life
to develop a strong religious faith
to be well off financially
to become a community leader
to contribute to a scientific theory
to create works of art
to succeed in my own business
to be an authority in my field
to influence the political structure
to raise a family
to have friends with different backgrounds
to have administrative responsibility
to help others in difficulty
to write original works
to support yourself
to keep up with political affairs
to develop a philosophy of life

THANK YOU!

APPENDIX O

NEW SCHOOL: DESCRIPTION FOR HEIGHTS HIGH CURRICULUM BOOKLET... March 1973

New School seeks to provide students with an alternative high school education. The New School is open to any Heights High student. New School students may get all their credit (4.5 units per year) within the New School, but may take courses in the traditional school by arrangement. Courses may be taught by stddents, student teachers, community volunteers, and college interns, as well as by certificated teachers. Areas of study are limited only by the imaginations of students and staff. Though courses will emphasize skills in English, social studies, science, math, art, foreign languages and physical education, no attempt will be made to label any course as an English course, a social studies course, etc... Instead a multi-discilinary approach will attempt to view all learning as containing skills and ideas from many subject areas. In addition, New School students will have the opportunity to take courses such as urban survival, crafts, bachelor(ette) cooking, photography, outdoor living and others. Some learning activities may be structured as intense experiences over relatively short periods of time while others may continue through the entire year. New School students choose their courses, create their own courses, Choose their teachers and arrange their own schedules with the help of a staff advisor. Although many schedules will fit the traditional Monday-thruFriday, 8:30-thru-2:45 pattern, many students will be engaged in learning activities outside those hours. New School students should expect to spend some of their school time outside the school building and may be asked to drive on short field trips. Enrollment in New School is limited to 450 students, who will be divided into three learning groups of 150 students, each with its own teachers. Each group will create its own identity, yet the groups will function together as a whole. The relatively small learning groups give both students and teachers a unique opportunity to participate in a close-knit learning environment.

APPENDIX P

A New School day has no limits. It can run from 8:30 to 2:45, from 10:00 to 6:00 PM or at various intervals throughou the day and night. Our only stipulation i a state law keeping us in school or schoo guided activities for six hours per day. This does not mean that groups can't meet at 7:30 on Sunday evenings if they so desire. They can and they do.

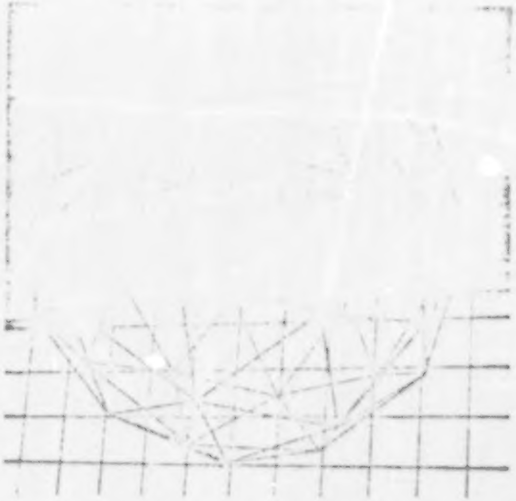
New School time is more than the time you spend in school. This can best be illustrated by describing a student's typica day as taken from a journal.

8:30-9	Met with Bill about proposed course on history and literature of the Twenties
9-10	Research and reading of Joseph Conrad's Heart of Darkness for T.S. Eliot class
10-11	Women and Poetry group. Discussed Adrienne Rich
11-12	Survey of French literature-seventeenth century. Started discussion of Corneille and Le Cid
12-1	Lunch
1-1:30	German conversation
2-3	Symphonic Programs class
7:30-10	Rehearsal for play: Lorca's The House of Bernarda Alba

Nobody says you have to work every hour of the day. An integral part of New School is learning how to handle your own time. There is no scheduled lunch period. No one really cares if you eat lunch or not unless you look like you're dying of rickets.

Even though New School has only been in existence since September, we have worked a lot of bugs out of our system. We learn something new every day and are beginning to understand the realities in starting an alternative educational program.

BEST COPY AVAILABLE



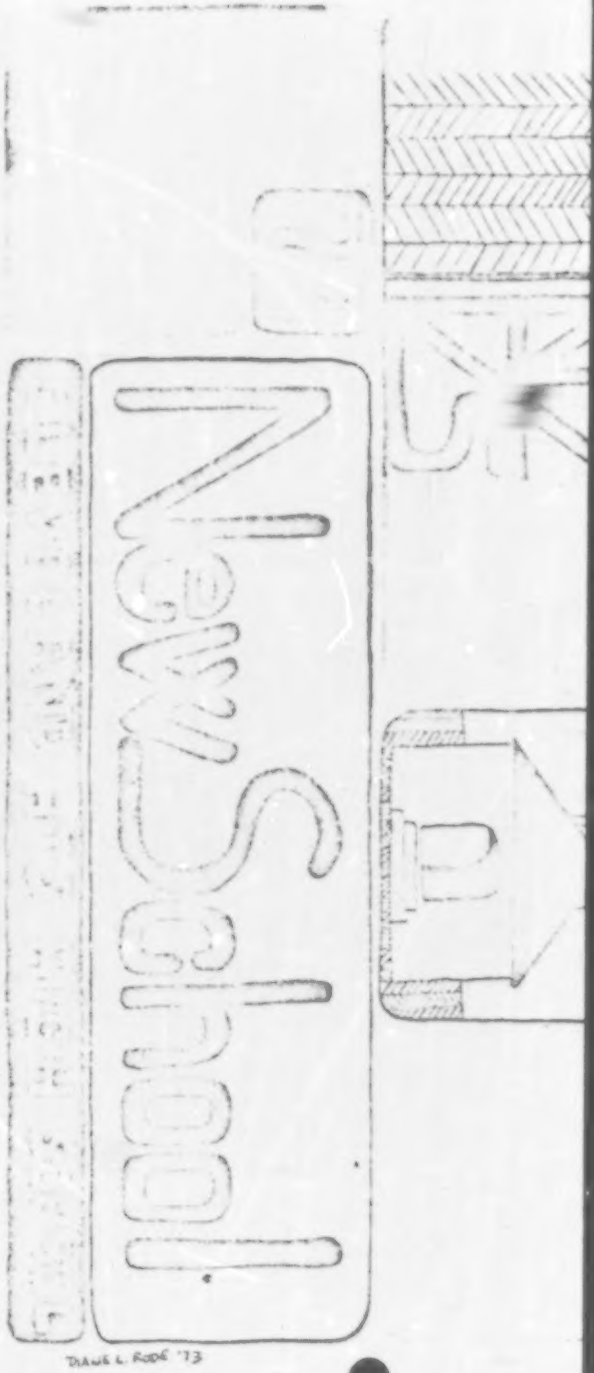
FOR FURTHER INFORMATION WRITE:

The New School Coordinator

Cleveland Heights High School

13263 Cedar Road,

Cleveland Heights, Ohio 44118



"THE PROBLEM WITH MOST INSTITUTIONALIZED PROGRAMS IS THAT YOU GET SO DEPENDENT ON THEM THAT AFTER TWELVE YEARS OF BEING IN ONE, YOU CANNOT FUNCTION WITHOUT IT."

NEW SCHOOL
STUDENT

New School is an alternative program within Cleveland Heights High School. Its credits are not labeled by subject area. New School students might be involved in English-oriented learning experiences, for instance, but they will receive New School credit, not English credit.

New School is divided into two Communities of earners (COLs) with about 150 students ach -- a manageable number. This struc- ure allows for growth, since new COLs an be formed when the need arises. Each OL has about ten staff members whose ields of expertise vary considerably. tudents choose the COL which they think est suits their needs.

Within the COL, small groups of stu- ents meet with faculty advisers in what s known as "homegroup." In a homegroup, tudents and teachers get to know each ther better, fulfill paperwork require- ents (weekly schedules, course sheets, valuations), and check on credits hrough the daily journal of learning xperiences kept by students.

New School has no director. All of New School is a policy-making body. We have a coordinator who takes care of clerical work, and we are subject to general rules which apply to Heights High as a whole.

BEST COPY AVAILABLE

New School is much more than a structure. It is a school in which students make choices of how they want to learn. Students aren't the only ones in New School who learn, and teachers aren't the only ones who teach.

One of our ways of learning is through resource experiences where a student goes out into the community to learn something or do some kind of educational work. Right now, most students using outside resources are working with children at nearby elementary schools. Other resources can be developed: studying chemistry with a chemist, a play with a community theater, or taking courses at nearby colleges and universities. Possibilities are endless, and a resource bank is available for inspiration.

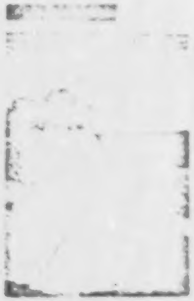
Student-led groups are active, with subjects ranging from Sailing, to Mythology and Fantasy, to Computer Science. In many cases, there is no actual leader, making learning more of a group effort. A staff underwriter is required to award credit and see how the group progresses.

Teacher-led courses are always available, and reflect a staff representing all disciplines. Foreign languages, history, and swimming are examples of the many areas in which courses are offered.

New School is part of Heights High School and has 308 of the school's 3000 students. It is totally voluntary: students sign up with parental permission, and teachers volunteer for the program.

Although New School is new, the idea is not. For the past four years there has been a half-day program called Flex. This year, New School, a full-day program, has replaced Flex, incorporating some of the original Flex ideas.

What is New School? Students say . . .



An alternative
A variety of ideas from
 three hundred students
For the first time I am a
 part of my schooling as
 well as my schooling
 being a part of me
The better way
A way of life
Nirvana-three easy steps
Taking responsibility
 for your own education

ALTERNATIVE PROGRAMS IN GREATER CLEVELAND PUBLIC HIGH SCHOOLS:

A DESCRIPTIVE STUDY

SECTION VI

CLEVELAND PUBLIC SCHOOLS: WORK-STUDY PROGRAM

by

Shayen A. George

Presented to

THE MARTHA HOLDEN JENNINGS FOUNDATION

Project Director

Sally H. Wertheim, Ph. D.

Project Consultant

William P. Hoffman, Ed. D.

March 1974

TABLE OF CONTENTS

Page

LIST OF FIGURES iv

LIST OF APPENDICES iv

CHAPTER

1. INTRODUCTION AND BACKGROUND 1

    Procedure 1

    Philosophy 2

    Objectives 4

    Background and Influencing Factors................ 5

2. DATA 11

    Physical Plant and Facilities 11

    Financial Data 13

    Enrollment Data 15

    Background of Staff 17

3. PROGRAM 20

    Admission 20

    Curriculum 21

    Counseling 24

    Methods 25

    Extracurricular Activities 27

4. STUDENT AND TEACHER INTERVIEWS 30

    Student Reactions 30

Page

CHAPTER

Teacher Reactions 32

5. SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT 36

Program Evaluation 36

Problems Noted Within The Program 37

Future Plans 38

APPENDICES 40

LIST OF FIGURES

FIGURE Page

I. Floor Plan 12

LIST OF APPENDICES

APPENDIX Page

A. Counseling and Screening Materials 40

B. Sampling and Interview Instruments 49

  Student Questionnaire 49

  Teacher Interview Check List 51

  School Administrator's Interview Check List 53

C. Recruiting Materials 56

D. Historical Material 59

E. Procedures and Requirements 65

Interviews for this section were held with the Coordinator, Work-Study program and the Directing Supervisor, Division of Continuing Education and Community Centers and teachers in the program.

The material was edited by the Coordinator and Directing Supervisor (above) and the Assistant Superintendent of Continuing Education and Special Projects.

CHAPTER 1

INTRODUCTION AND BACKGROUND

Under the auspices of the Martha Holden Jennings Foundation, a research team from John Carroll University has conducted a descriptive study of "Alternative Programs in Greater Cleveland Secondary Schools." As a part of this large scale project the purpose of this study was to describe the history and operation of the "Work-Study Program" of the Cleveland Public School System. It is hoped that this report will aid other institutions in endeavoring to provide alternative programs to meet individual educational needs.

Procedure

In obtaining information necessary in the development of this study, the following procedure and instruments were employed:

1. Key school administrators were interviewed to obtain information concerning the history, development, philosophy and objectives of the program.
2. Teachers involved in the program were interviewed.
3. A student questionnaire developed by the research team was distributed to 138 students actively involved in the program, and the data obtained was summarized and recorded.

4. Written documents concerning the program's history, operation, financial data, and curriculum were obtained.
5. Observations including shadow-studies were conducted to obtain information regarding the teaching-learning atmosphere.
6. Statistics concerning enrollment and attendance were obtained from school files.
7. Data from interviews with students who graduated from the program were recorded.

Philosophy

The Work-Study Program is designed for students between the ages of 18-21 who have not completed High School and are unemployed. The program is designed to allow these students to complete High School and at the same time, to obtain work experience.

Sixteen and seventeen year-old students may enter the program if they have been officially withdrawn from school. Many of these youngsters are referred to the program by the Cleveland Bureau of Attendance for truancy.

The program is designed to give drop-outs an alternative to obtaining a high school diploma and to help them find suitable employment. The program's greatest concern is helping students develop attitudes and behaviors that will help him to succeed in the world of work. Rules and regulations are kept to a minimum.

BEST COPY AVAILABLE

Stress is placed on the students being prompt and prepared for classes, as well as being well groomed and courteous. Emphasis is on self responsibility and students are treated as adults.

The program is designed to meet the needs of students who do not fit into the typical high school setting. Students are not necessarily discipline problems, but most have had difficulty in adjusting to the traditional school environment. At the Work-Study Program, the concentration is on the scheduled classes. There are no study halls or lunch periods and students are given the opportunity to request special tutoring in an area of need.

A student's past attendance record is usually not considered when he enters the program, and he is given the opportunity to make a fresh start. Furthermore, students are seldom expelled from the program. A student may be withdrawn, but is usually able to re-enter the program the following semester.

Flexibility and adaptibility are characteristic of the program. Every effort is made to encourage pupils toward success. Teachers allow students an adequate amount of class time each day to complete homework and other assignments. Since students work while attending school and since no study-hall time is available, the practice is not inappropriate.

Almost all the teachers interviewed expressed the same general feelings. "Most students have been unsuccessful, we want to give them a chance for success."

Students are treated as adults, and since most students elect to enter the program they are self-motivated when they enter the program. In the words of one teacher: "They've been out on the street. They know what it's like ... most students are motivated by the time they get here."[1] Most teachers seem highly concerned with developing wholesome student attitudes. It is hoped that if a student is given an opportunity for success and develops attitudes which will invite future success, then that student will make an easier adjustment to the world of work.

Objectives

The objectives of the program are to enable the student to finish high school and gain work experience that will facilitate the student's ability to obtain employment. The program offers the student a "second chance" in obtaining his high school diploma.

Equal stress is placed upon education and employment. Education is stressed as a necessary means of surviving in the world of work, and effort is made to relate educational and job experiences. In addition, the Work-Study Program attempts to integrate the students educational experiences into his total life experiences. For example, students are helped in overcoming personal problems that interfere with their coming to school. They are expected to notify appropriate school personnel when they are going to be late for class or for some reason are absent from class. They must assume personal responsibility for their behavior and if they are in violation of authority, they must make a personal accounting for their actions. Parents are rarely called when discipline problems arise. Students learn to assume complete responsibility for their actions.

Results of the teacher interviews suggests that most teachers are in agreement with this view. What teachers view as their objectives are summarized by the following statements: "... help students cope with the kind of environment in which they will live, ... education and discipline for life, and .... to prepare the student to accept the actual facts of life in the community."[2]

Some teachers felt that while subject matter was important, what students must learn most is to adapt to situations which are part of real life experiences.

Many of the students interviewed viewed the program as a quick and easy means of obtaining employment. However, a few graduates of the Work-Study Program are presently attending John Carroll University, Cleveland State University and others.[3]

The curriculum is designed to be as flexible as possible and while it is essentially work-oriented, courses are offered which fulfill the college admission requirements if a student chooses to continue his education at the university level.

Background and Influencing Factors

The Work-Study program of the Cleveland Public Schools began in April 1962 as a result of a survey conducted by the Cleveland Board of Education and the Cleveland Welfare Federation. The survey was conducted in November of 1961 and was concerned with the growing social and economic problems of unemployed, out-of-school youth between sixteen and twenty-one years of age. A summary of the survey statistics is as follows:

1. Two out of three out-of-school youth are unemployed.
2. One out of two high school graduates is unemployed.
3. Three out of four non-graduates are unemployed.
4. Three out of five of the unemployed have not held full-time jobs.
5. Three out of four unemployed are eighteen to twenty years of age.
6. Two out of five of the unemployed have been out of school more than two years.[4]

As a result of this survey, the Cleveland Board of Education hoped to establish a program that would serve to solve the problem of the increasing number of unemployed youth. It was felt that to simply find jobs for each of the unemployed, without developing a saleable skill, would not solve the problem. Likewise, modification of the school curriculum did not seem to provide the answer since half of the high school graduates surveyed were unemployed. The following statement summarizes the problem:

> Solutions for social problems, as with many problems, lie in removing cause factors. While the schools recognize a share of the responsibility in resolving these factors, they are also aware that they alone cannot solve this complex problem. Since unemployment is society's problem, solutions must come from the combined determination and concern of the whole community.[5]

The Work-Study program developed as an attempt to tackle the problem of unemployed youth via the combined effort of school and community. The program permits the student to continue his high school education on a part-time basis and hold part-time employment simultaneously. The students are given considerable freedom in arranging their class schedules which must be compatible with work schedules. Job placement for the part-time or co-op jobs are made in cooperation with the Occupational Planning Committee of the Cleveland Welfare Federation and the students must generally continue satisfactorily in his school work in order to continue employment secured through the program.

An Advisory Board was established at the program's beginning which consisted of twelve business and community leaders, whose role was to advise the Work-Study Program in regard to keeping the curriculum consistent with community and job expectations and to alert the community to what is going on within the program. The Advisory Board presently has a ten member staff who meet semi-annually, once a year at one of the members firms and once a year at the Work-Study Center, and individually sustain contact with the program's progress. In addition to their advisory role, they speak to students during pre-employment sessions, arrange field trips to various employment sites and employ students themselves.

The Cleveland Rotary Club has also been very active since the program began sponsoring field trips to a large number of industries and institutions in the Cleveland area. In addition, Rotarians have helped organize summer recreation programs, an annual blood donation drive and have employed many of the students.

The original twenty-nine students who began the program attended classes at Observation Elementary School at 2064 Sterns Road in a section of the building set aside for the Work-Study Program. At that time, Mr.

William Edwards and Mr. John Spezzaferro, who were instrumental in getting the program started, served as the administrators and the teaching staff of the program. As the program and staff grew, the need for a better facility led to the program's moving to the former Clara McOrris Elementary School at 1900 St. Clair Avenue in January of 1965, which, at that time, was vacant. In 1968, the building was sold to the Cleveland Plain Dealer and the program moved to its present site in August of 1968, at 4966 Woodland Avenue where 457 students are presently attending classes. The building which was originally a General Electric Company plant, was donated by the Company to the Cleveland Public Schools. The Work-Study Program occupies the third floor of the building. The remaining first floor and second floor of the building are occupied by the Woodland Job Center.

Original recruiting for the program centered on:

1. Posters distributed throughout the city in various institutions, social organizations and recreational areas frequented by young adults.
2. Spot announcements on radio and television.
3. Newspaper articles.
4. References by miscellaneous agencies including Neighborhood Youth Centers and The Ohio State Employment Service.

Although there is no organized recruiting of students at present, recruiting presents no real problem. In 1966, with very little publicity concerning the program, twenty-five percent of the applicants to the Work-Study Program learned of the program from a Work-Study student.[6] Currently fifty percent[7] of the students enrolled in the Work-Study Program learned of the program from a friend who was already involved in the program, or had knowledge of it, while the other fifty percent learned of the program from former teachers or guidance counselors, or were referred to the program by another institution or agency such as the Cleveland Public Schools Bureau of Attendance and the County Welfare Department. A few juvenile law offenders are now attending classes in the Work-Study Program until their probation period is terminated, as part of a relatively new Institutional Returnee Program. The institutional returnees are between sixteen and twenty-one years of age and are placed in the program as part of their rehabilitation. One counselor and a program technician keep tabs on the institutional returnees who are referred from Cleveland Municipal Court Juvenile Department by the student's juvenile probation officer.

FOOTNOTES

[1] Teacher Interviews, November, 1973 to January, 1974.

[2] Ibid.

[3] From conversations with students and graduates, November, 1973 to January, 1974.

[4] "Social Dynamite in the Inner City," a summary of a survey of out-of-school unemployed youth by the Cleveland Board of Education. (undated brochure).

[5] Ibid.

[6] "Special Occupational Planning Committee on the Work-Study Program for Drop-Outs," (Memorandum). July 8, 1966.

[7] Results of "Student Questionnaire," December 4, 1973.

CHAPTER 2

DATA

Physical Plant and Facilities

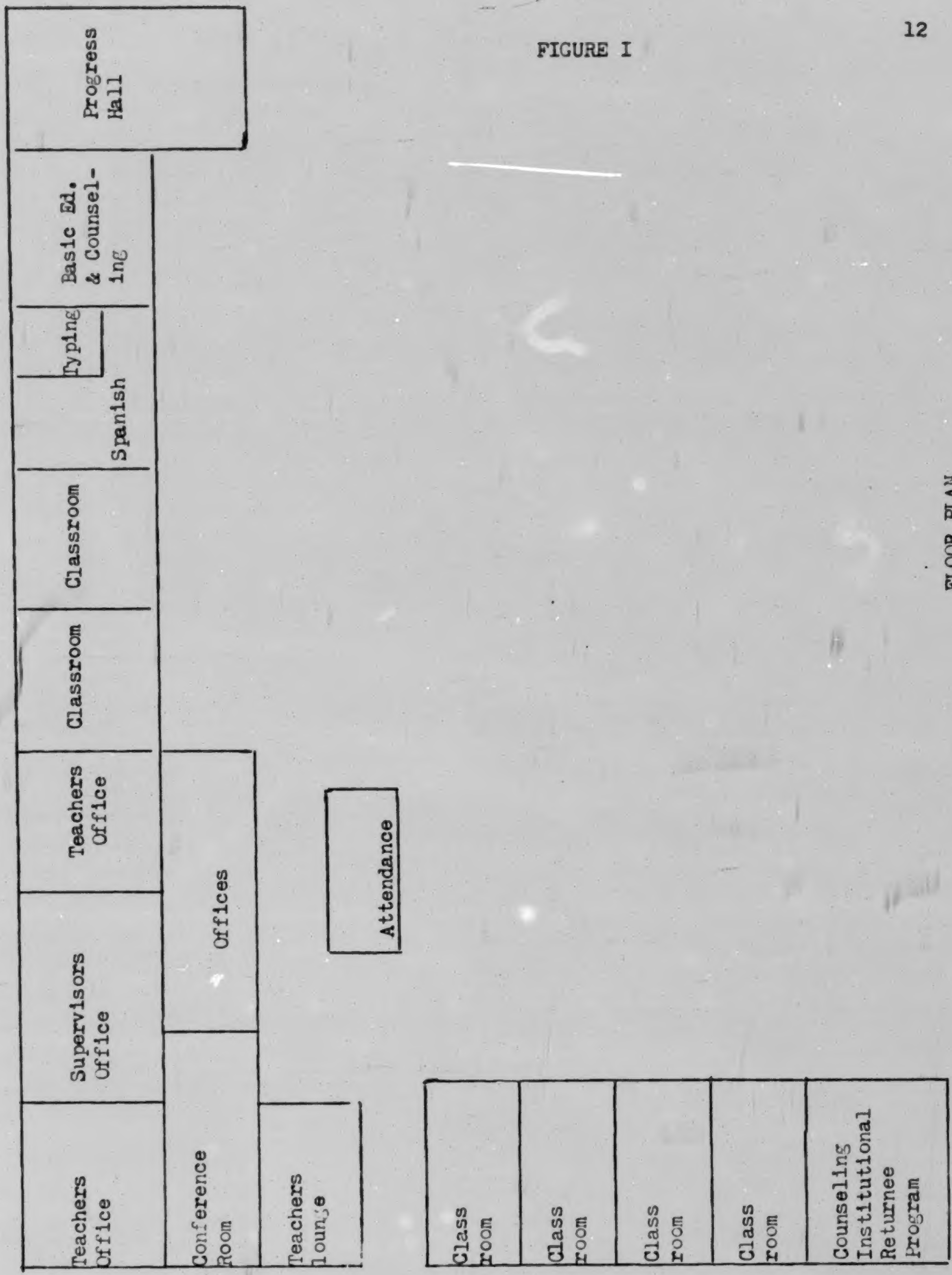
The Work-Study Program is located at 4966 Woodland Avenue which is just west of East 55th Street and Woodland Avenue on Cleveland's near Eastside. The location is a convenient one for most students involved in the program since it is close to the downtown residential sections which contain the highest percentage of dropouts in the city.

The Work-Study Program occupies the third floor of the former General Electric Plant, the first and second floors are used by the Woodland Job Training Center.

The floor plan of the program consists of nine classrooms, two teachers offices, a conference room (which is used for faculty meetings and student registration), a clerical staff office, a teachers lounge, an attendance department office, a counseling room for the Institutional Returnee Program, a supervisor's office, and an auditorium. The program also has the use of a cafeteria which is located on the second floor of the building. See Figure I on page 12.

The building is rather old but adequate. Light, heating and ventilation seem adequate and classrooms appeared to be large enough

FIGURE I


Progress Hall
Basic Ed. & Counsel-ing
Typing
Spanish
Classroom
Classroom
Teachers Office
Supervisors Office
Teachers Office
Offices
Conference Room
Teachers lounge
Attendance
Class room
Class room
Class room
Class room
Counseling Institutional Returnee Program

FLOOR PLAN

The program's facilities are limited. There is only one overhead projector, a limited amount of models for science and biology, a number of maps and charts and one tape recorder, one 16 mm. projector, one filmstrip projector, one record player, one FM radio. Even though there is no line item in the Work-Study budget for books, per se, books are bought out of the curriculum budget for that purpose and distributed to the Work-Study Program.

Many of the teachers use the text-books as supplementary material and the students must in most cases, rely on their class notes and share the few text-books that are available.

The lack of materials is probably the program's biggest problem and is definitely the biggest single complaint of the teachers. However, the teachers seem to be getting along with the materials available to them, but they hope that in the future more materials will be available.

Financial Data

At its inception the Work-Study Program was totally supported by the Cleveland Board of Education since at that time no federal funds were available for such programs. During the Kennedy and Johnson administrations, an evaluation was made of the program and a proposal was made for federal funds through OEO (the Office of Economic Opportunity) Title II, and the Federal government supported a portion of the program from November, 1965 to February, 1967. At that time, a cut in federal funds was made to the Cleveland OEO and a proposal for funds was made through Title I ESEA (elementary and Secondary Education Act). The federal funds from this source supported approximately thirty percent of the program for an additional year at which time the Cleveland Board of Education began to subsidize the program and has been supporting the program ever since.

Present funding for the program comes out of the general fund of the Cleveland Board of Education. In addition, the Work-Study High School credit classes are reimbursable from state funds earmarked for Adult Education.

The total 1973 budget for the Work-Study Program was $161,403. Of this figure administration costs were $21,000, teachers' salaries $115,000, clerical $5,553, teachers' assistants $18,900, office supplies $500, transportation $150, and miscellaneous expenses $300.[1]

Building maintenance and custodial costs come out of the budget for the Woodland Job Training Center which occupies the same building.

In 1962, when the program started, the enrollment was small and operating costs were subsequently less, and in the early years federal funding help stem the tide of increasing costs. Today the Program takes much more administrative ability and an increased number of teachers and staff at increased salaries. Budget cuts are not only having their effect on the Work-Study Program, but the entire Cleveland Public School system has felt the pinch over the last few years.

In spite of financial difficulties, everyone concerned with the program is optimistic about its future. Most teachers and administrators feel that as long as there is a need for the program, it will be able to continue.

Enrollment Data

There are 457 students presently active in the Work-Study Program as compared with 29 in 1962, and 246 in 1966.[2] More than 900 students have graduated from the Work-Study Program since it began in 1962. Data from a 1966 report indicates that the dropout rate for students in the program was about thirty percent. Of this thirty percent, sixty-two percent left the Work-Study Program for full time employment before completing requirements for their high school diplomas, seven percent entered the Armed Forces, four percent were married, and the others left for unknown reasons.[3]

The 457 students presently enrolled, 183 are male, 274 are female. There are twenty nine classes, nineteen and two-tenths students per class at the beginning of the current semester (November 9, 1973) and eighteen and two tenths students per class at the end of the semester. There were sixteen and six tenths students per class in daily attendance; approximately thirteen percent of the total students enrolled were absent daily.[4]

Enrollment data for the five semesters of the 1972-73 academic year are as follows:

> September 1972 to November 1972; 284 students registered for classes in the Work-Study Program, 96 withdrew, and 188 completed the semester.
>
> November 1972 to January 1973; 279 students registered, 74 withdrew, 205 completed the semester.
>
> January 1973 to April 1973; 265 registered, 102 withdrew and 163 completed the semester.
>
> April 1973 to June 1973; 284 registered, 101 withdrew and 183 completed the semester.
>
> June 1973 to August 1973; 276 registered, 73 withdrew, and 203 completed the semester.

The program is designed for students between the ages of sixteen and twenty one,however, a few students are older. All students over twenty-one are Woodland Job Center trainees who are taking the high school credit classes through the Work-Study program because of the convenience of the location of both programs in the same building. The average student presently in the program is 18.8 years of age. The youngest student presently on record is sixteen years of age.[5]

Students intelligence quotients range from 85 to 138,[6] the mean being 93 based on the Otis Quick Scoring IQ Test. These scores are somewhat lower than the national average but within the normal range of intelligence. Cultural handicaps probably account for part of this difference with the balance resulting from the fact that many students are accepted with IQ's below the legal cut off of eighty-five for regular classes.

Many have had attendance problems in the public high schools they previously attended. The reasons for the lack of attendance stems from a variety of personal problems which include transportation problems, care of children and delinquency. Most have been unsuccessful in obtaining employment, and have been out of school for a couple of years.

When a student enters the program, his needs may vary considerably. Some students enter the program with only a few credits to complete, a few enter the program who are functionally illiterate and must take basic education courses before they can continue their education.

In most cases, students learn of the program from a friend and enter with the hope of eliminating what personal and educational problems they have in a manner which will provide them a greater amount of frustration and anxiety.

Background of Staff

The Work-Study staff consists of eleven full-time teachers, one program supervisor-coordinator, one assistant coordinator, and a counselor. On the clerical staff there are one full-time clerk and four teacher assistants who receive practical training in the program office while they complete courses in business education. The Program's secretary takes charge of the Attendance Department fulfilling duties of attendance officer as well as clerical duties. Students are also used in filling out the attendance office staff. In the Institutional Returnee Program, there are two on the staff; one program counselor and one program technician.

The eleven full-time teachers presently on the staff are all fully certified in their subject areas. Since teachers must perform additional services in advising students occupationally and educationally and since teachers must deal with a special type of student, the criteria for teacher selection includes experiences which are related to the program's objectives. Two of the teachers have been with the program since it began, and most have work experiences in addition to their respective subject areas which are an asset in dealing with the students in the program. Experience areas include: sales and sales management, probation officers, social workers and drug rehabilitation work. The Spanish teacher, a native of Puerto Rico, teaches Pre-Employment and Problems: Social and Economic, in addition to Spanish I and II, which is a tremendous help to Spanish speaking students in the program.

The program coordinator has been with the program eleven years and the assistant coordinator has had ten years in the program. They have continuously attempted to make the program as flexible as possible in dealing with the special needs of students and in adapting to the changing times.

Educational aides, many of them students and former students, are also part of the Work-Study staff. They aid teachers in monitoring and correcting tests and perform additional duties.

The staff of the Work-Study program is a very cohesive group. Most of the teachers are true believers in what the program is doing, and the teachers philosophies tend to be compatible or in most cases, identical to the program's philosophy. Most teachers when interviewed reported that the objectives of the program and their personal objectives were the same.

---

[1] Cleveland Board of Education Budget for the Work-Study program, 1973.

[2] "Special Occupational Planning Committee on the Work-Study Program for Drop-Outs," (Memorandum), July 8, 1966.

[3] Ibid.

[4] From attendance records, Work-Study program, November 9, 1973 to January 11, 1974.

[5] "Student Questionnaire," December 4, 1973.

[6] "Work and Study" Cleveland Board of Education, (undated), p. 2.

CHAPTER 3

PROGRAM

Admission

To be admitted to the Work-Study Program, a student must:

1. Reside in the Cleveland City School districts.
2. Be between sixteen and twenty-one years of age.
3. Sixteen and seventeen year old students must have permission from the Cleveland Bureau of Attendance to be admitted.

Students who wish to enroll in the Work-Study Program must fill out an application at the Work-Study center. They are then asked to fill out an enrollment sheet which will provide information concerning their personal background. The student is then given an appointment for screening, at which time he meets with his instructor and is given an Otis Quick Scoring IQ Test, a sentence completion test, and he is asked to write an autobiography. The student then fills out a counseling sheet which the instructor completes as to the results of the tests and the transcript from the school he previously attended.

After the student has completed the screening session he is notified of his acceptance. When accepted, the student is notified by phone and by letter of the opening dates and times of the next pre-employment sessions. If he fails to appear for the pre-employment session following the screening, follow-up letters are sent.

Once accepted, each student must attend a four-week pre-employment session where he is asked to fill out a personal data sheet which contains information that will be needed in filling out job applications. During pre-employment the students become reacquainted with school routine, gain information that will orient them toward the world of work, are shown films pertaining to employment and various career opportunities, are taken on field trips to various industries and institutions, and get practice in filling out job applications and completing job interviews. During pre-employment a great deal of emphasis is placed on the benefit of completing a high school education. Emphasis is also placed on punctuality, good grooming, and personal responsibility as a means of acquiring and sustaining employment. If a student for any reason fails to complete the pre-employment session, he is notified by mail and by telephone of the next pre-employment session.

Most students who complete pre-employment attend day school at the Work-Study site, however, depending on the students' work schedule, they may attend John Hay or West Tech evening classes.

Curriculum

Students in the Work-Study Program complete the same requirements for graduation as any graduate in the Cleveland Public School system. The length of school semesters, however, is nine weeks, or half of the typical public school semester. Since the semester is half as long, the student must spend twice as long in each period for the same amount of semester credit, thus the length of each class is one and one-half hours instead of the usual forty-five minutes.

There are five nine week semesters in the Work-Study's academic year. Two Work-Study semesters are equal to one academic semester credit in a typical public school, thus the student is given the opportunity to complete his requirements at a more accelerated rate than he would otherwise be able and at the same time hold part-time employment.

In each semester course, a student satisfactorily completes he earns ten points. Three hundred forty points are required for graduation, and the student typically earns two hundred forty points in satisfactory course work and the additional one hundred points in completing his part-time work experience satisfactorily or in completing elective courses. The basic requirements are as follows:

80 points of English (9B, 9A, 10B, 10A, 11B, 11A, 12B, 12A)
60 points of social studies (20 points of which must be American history)
20 points of math
20 points of science
20 points of health
40 points in any two of these areas: (1) art, (2) business education, (3) foreign language, (4) home economics, (5) industrial arts, (6) 20 additional points of math, (7) 20 additional points of science.[1]

In addition to the above courses, special or remedial courses are taught which are aimed at correcting specific deficiencies that students may have. These courses are taught under the single heading of Adult Basic Education.

Many of the courses offered are related to the particular work in which a student is engaged. For example, a student interested in

THIS PAGE WAS MISSING FROM THE DOCUMENT THAT WAS SUBMITTED TO ERIC DOCUMENT REPRODUCTION SERVICE.

Most students who are not engaged in the Co-op Programs work and attend classes simultaneously, and while full time work is discouraged, a few students are working full time while attending classes. These students receive wages which are comparable or equal to those received by other employees engaged in identical work. Students must maintain satisfactory progress in their courses to continue in their employment. The majority of employers are very cooperative. Employers receive reports of the student's progress each semester and are mailed monthly rating sheets, which they use to rate the student's job performance and subsequently mail back to the Work-Study Program. The students are evaluated on criteria which include: job adjustment, work performance, initiative, attendance, and relationships with co-workers. See Appendix A. The students also receive counseling from both their assigned teacher-advisor and the schools's guidance counselor.

Counseling

Guidance in the program includes (1) educational, (2) personal, and (3) vocational counseling. Each student is assigned a teacher-advisor who helps the student in selecting his courses, completing his high school requirements, and in his general adjustment to school.

The student also receives personal guidance from the school's guidance counselor since many of the students have a multitude of personal problems which have caused them to engage in the program in the first place. Many have been out of school for some time and have been unsuccessful in obtaining employment. Many of these students need to develop attitudes which will enable them to overcome their poor work habits and will insure future success in employment.

The students are also given vocational guidance. The Kuder Preference Record is used in determining the student's interest in various vocations, and once a student has been placed in a particular job, he receives counseling in which the student's suitability to the job is assessed.

Methods

The curriculum and methods are substantially the same in the Work-Study Program as in most Cleveland high schools. Students must take the required courses that will enable them to graduate. Furthermore, grading is done on a traditional scale: A - excellent, B - good, C - fair, D - poor, F - failing; and instruction is basically discussion and lecture type. Other guidelines are:

1. A tardiness tendency will affect the grade and the student should be counseled.
2. Grades should include an attitude mark.
3. Do not record a grade with a minus (-) or a plus (+) mark in addition to the letter grade.
4. Check the absence and tardiness record. Make sure it is written in.
5. Please do not leave any blanks on the card. If the student's attendance is perfect, please mark "0".
6. Attitude marks will be as follows:
    1 Excellent to good
    2 Average
    3 Poor (No "A" should have anything under a "2")

7. Grades will be marked in as follows: A^1, A^2, etc. [2]

While the basic grading system is not totally unique, it does attempt to emphasize to the pupil the importance of regular attendance, punctuality, and good attitude. The system is intended to encourage the student to assume more responsibility for getting to school on time, and to be in regular attendance. If the student, sixteen or seventeen years of age, has an attendance problem, a referral is made to the Cleveland Public Schools Bureau of Attendance, if however, the student is eighteen years old or older he is withdrawn from the current semester after five absences.

The attendance rules are as follows:

1. You are liable for withdrawal after five absences or five cases of tardiness.
2. Calling in or communicating with the attendance clerk can keep you in school.
3. Class cutting (leaving the school without permission) is absolutely forbidden. If you cut you will lose the class you cut.
4. If it is necessary to leave the building, and your attendance record allows it, you can sign out with an OUT-OF-BUILDING PERMIT at the attendance desk.[3]

If a student is withdrawn because of poor attendance, follow up letters are sent to inform him of the opening date of the coming semester, at which time a student is able to be re-instated in the program.

The program also maintains its own attendance department which is placed in charge of resolving attendance problems.

> In cases where a poor attendance tendency is developing, the counselor, attendance director and program director are involved in trying to resolve the situation... In cases where a student is employed on a school sponsored job, the employer is also notified and asked to counsel the student on the importance of good attendance both in school and on the job...[4]

In addition to recording student attendance and attempting to mitigate attendance problems, the Work-Study attendance department is also given charge of the following:

1. Recovery program to activate Work-Study students.
2. Recovery of books not turned in when students withdraw.
3. Registration and recording all grades.
4. Following up all attendance problems: school, work, counseling and co-oping.[5]

The program's attendance department is run by one of the full-time teachers and a teacher alternate in performing this duty of acting as attendance officer. Teacher assistants are used to take care of the routine clerical duties involved in keeping attendance records, filing and similar duties.

Extracurricular Activities

The nature of the Work-Study Program, as might be expected, does not easily lend itself to extracurricular activities. Many students in the program were unable for a variety of reasons to participate in traditional high school settings and for these same reasons are unable to participate in extra activities in the Work-Study Program. The program does, however, provide several social activities in which the students may participate.

Every spring many of the students travel to the Rolling Y Ranch in southern Ohio as the guests of the Cleveland Rotary Club, for a weekend of swimming, horseback riding, rodeos, and games. Student dances are also held at the Central YWCA at the end of each semester. Proceeds from the dances go into the school treasury and are used to buy decorations for holidays and parties, and to buy special equipment and supplies which may be needed by the students.

The program has recently organized a school basketball team which competes in the Cleveland City League.

The students also conduct a semi-annual Red Cross blood donation drive. Students are responsible for organizing the drive as well as soliciting donors for the one day activity at the program.

The Annual Recognition Night is probably the Work-Study Program's largest event of the year. Each spring, graduates of the past year are given awards in academic achievement, work achievement, volunteer work, attendance and others. Usually ninety percent of the graduates receive some type of award. The awards (certificates, trophies, and medals) are donated by the Rotarians who along with the Work-Study Advisory Board are present and assist in presiding in the presentation of awards.

Students help organize the Recognition Night activities sending out formal invitations to parents, friends, and employers, and serving as ushers during the ceremonies.

FOOTNOTES

[1] "Requirement for Graduation," the Work-Study program, (undated). See Appendix E.

[2] "Grade Guidelines," the Work-Study program, (undated).

[3] "Attendance Rules," the Work-Study program, (undated).

[4] "Work and Study"

[5] Ibid.

CHAPTER 4

STUDENT AND TEACHER INTERVIEWS

Student Reactions

A student questionnaire developed by the research team at John Carroll University (see Appendix B) was distributed to one hundred thirty-eight students active in the Work-Study Program, of these, sixty-two were male and seventy-six female. They averaged eighteen and eight tenths years of age. Seventy-seven and one-half percent were born in Cleveland, and thirty-four percent no longer live with their parents. Their length of time in the program ranged from one month to five years; sixty-nine percent have been in the program for one year or less, twenty-nine percent between one and three years, and two percent have been in the program over three years. The grade level of the student respondents ranged from ninth to twelfth grade and the average grade level for the students sampled was eleven and two tenths. Eighty-nine percent of the students sampled reported that they liked the program well enough to recommend it to a friend and 69 of the 138 students (fifty percent) reported that they first heard of the program from a friend.[1]

When asked why they selected the program, most expressed that: (1) they have more freedom, (2) are able to work while attending

BEST COPY AVAILABLE

school and (3) felt that the program made it easier for them to obtain a high school diploma.

Sixty percent of the students reported that they had a voice in determining program procedure. Fifty-three percent of the students said they were able to choose the teachers they wanted and fifty-one percent reported that their course schedule was designed cooperatively between themselves and their teacher-advisor.

When asked if teachers are interested in them, forty percent of the students reported that most are, thirty percent said some are, fifteen percent reported that few are, and ten percent responded none are.

As would be expected, eighty-two percent of the students reported that the program makes school more desirable for them. Only eight percent of the 138 students felt that the program did not make school more desirable. Ten percent did not respond.[2]

When questioned about their future plans, ninety-six percent of the students said they plan to complete high school; thirty-nine percent of the students stated that they plan to go to college after completing high school; three percent said they wanted to work and go to college; sixteen percent stated that they would seek some kind of technical training; twenty-two percent stated that they wanted to work; and twenty percent were uncertain about their future plans.[3]

A few of the program's graduates stop in occasionally to talk to their former teachers and friends still in the program. Two of the graduates, one male, the other female, were interviewed by the investigator. Both graduates were enthusiastic about the program, the male graduate is presently employed, the female graduate is now training as a clerk-typist at one of the Manpower Job Training Centers. Both felt that the program has paid off for them stating that they received more individualized attention, were treated equally, were made to feel responsible for themselves and were really given a chance. The graduates felt that the friendlier atmosphere, the amount of freedom, and the opportunity to work while attending classes were the most attractive features of the program.[4]

Teacher Reactions

Six members of the Work-Study faculty were interviewed using a teacher interview instrument developed by the team of researchers from John Carroll University. See Appendix B.

All of the teachers interviewed had experiences prior to their involvement in the program which related to the types of students with which they are working or to the types of skills they are attempting to develop in the students.[5]

The subject areas of the teachers interviewed were English, social studies, world history, American history, black history, psychology, health, and spanish.

When asked to state what they saw as the objectives of the program, the following responses were recorded:

BEST COPY AVAILABLE

1. To help the student get his high school diploma.
2. To provide a realistic alternative to high school.
3. To prepare the student to accept the actual facts of life in the community.
4. Help students in getting a job.
5. Employee orientation...getting to work on time, with the proper materials and dressed properly.[6]

All of the teacher respondents stated that their own personal objectives were the same as the program's. Some indicated that they felt that they must be especially responsive to individual student needs, and, that the need of pupils to develop attitudes to help them succeed in life was as important as gaining competence in subject matter.

Most methods of instruction and evaluation are traditional and classes are not unlike others elsewhere in the Cleveland Public School System. Students remaining in the program seldom fail because they are self motivated and have a desire to complete the program. Those who might fail usually drop out before they receive a failing mark. Teachers hope to give students a second chance for success and as one teacher stated success begets success.

Most of the teachers interviewed claimed they did nothing to motivate students since most students are already motivated when they enter the program. The student must make a personal commitment and assume a personal responsibility for his own education. The teachers offer encouragement and they hope to show students that they can make it if they are willing to take the personal responsibility and effort required.

All the teachers interviewed said they felt that they have been successful in accomplishing their objectives. The opinion was also expressed that the type of program in which they are involved is not one that will be one hundred percent successful. The consensus seems to be that the determination of what the student does in the program relates to the student's personal decision, but they feel they are able to reach a sufficient percentage of students and have seen noticeable changes in student behavior.

The teachers, when asked what they felt were the major strengths of the program, in most cases responded that the program's nature was its biggest asset. The program is free from traditional rules and regulations and does not try to assume responsibility, which according to the Work-Study philosophy, rightfully belongs to the student. As one teacher stated:

> ....In a traditional high school....if a student goofs off he gets suspended for three days which is what he wanted in the first place...here a student doesn't even have to come to school if he doesn't want to....if he goofs off he is withdrawn.[7]

When asked what the major shortcomings of the program were the most common complaint was that the program was poorly financed. In most cases, teachers are ill equipped in their respective classrooms.

When asked what they view as the role of the parents, almost all viewed the parental role as inessential to the program's objectives. Students are expected to be responsible for themselves and as one faculty member stated "....if parents had any interest in students they wouldn't be here."[3]

Most teachers reported good rapport with the few parents with whome they have contact, but parental involvement is rare.

---

[1] "Student Questionnaire," December 4, 1973. See Appendix B.

[2] Ibid.

[3] Ibid.

[4] From interviews with two graduates of the Work-Study program, December 21, 1973.

[5] Teacher Interviews, November, 1973.

[6] Statements from teacher interviews, November 1973 to January, 1974.

[7] Ibid.

[8] Ibid.

CHAPTER 5

SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT

Program Evaluation

Attempts have been made to follow up on graduates from the program but such information has been difficult if not impossible to obtain. Many graduates of the Work-Study Program frequently change addresses and are difficult to contact once they leave the program.

Some descriptive procedural reports were made between 1962 and 1966 and an evaluation was published by The Division of Research in October of 1966. No current evaluational material is available.

Most persons involved in the program feel that it has been successful. The program has been in existence twelve years and over 900 students have graduated from Cleveland Extension High School through the facilities of the Work-Study Program. Employers have tended to be cooperative with the Work-Study staff, in hiring and counseling students from the Work-Study Program.

Most students in the program tend to react favorably toward the increased freedom and personal responsibility which the program allows. Eighty-two percent of the students sampled by this investigator said that the program made school more desirable for them and eighty-nine percent said they would recommend the program to a friend.[1]

Problems Noted Within The Program

The most common problem cited by personnel associated with the Work-Study Program has been finances.

In June of 1966 with 246 students active in the Work-Study Program, the program was receiving $176,000 from OEO funds with the Board of Education matching ten percent of this figure. The total budget for 1966 was $193,600.[2] In 1973, with roughly twice as many students, a larger staff, and increased educational and operating costs the program was operating on a budget of $161,403,[3] with no provision included in this figure for text books. Most of the other major problems confronting the Work-Study Program can be traced either directly or indirectly to a lack of needed money with which to operate.

Recruiting presents no problem, and no official recruiting is needed, there are far more students interested in the program than the program is able to serve due to its limited facilities and finances. For the past few years the program has been serving roughly 500 students annually, considerably more students could be served if facilities and finances were improved and expanded.

Building improvements have also been cited as problems for the program. The Work-Study Program occupies part of the third floor of a building which also serves the Woodland Job Training Center and classes have had to be held in the auditorium, in some cases, because of a lack of available classroom space.

The program has had few problems outside of those just cited. There has been very little problem in recruiting students, finding jobs for students, finding qualified and dedicated teachers and staff, and the administrators and staff appear optimistic about the program's future.

Future Plans

The Work-Study program has remained essentially unchanged for the past twelve years. The philosophy, objectives, and structure of the program are substantially the same as they were when the program began in 1962. The school rules are considerably more lenient than they were when the program started, and the dress code has subsequently been dropped, however the basic program is the same.

The administrators hope that with better financing the program may eventually be improved and expanded to reach a greater number of drop-outs. In fact a Work-Study program was established in 1965 on Cleveland's near west side using the personnel from the Work-Study Program and operating as an extension of that program. The program is operating from the Lincoln Annex and is designed to serve the west side youth. The west side program has reamined quite small but it may eventually be expanded to accommodate a number of students equivalent to that presently attending the Woodland Work-Study center.

In the future, the Work-Study personnel hope that the program is able to remain flexible to changing societal needs and demands and that it will be able to continue to provide a vital service to the community.

---

[1] "Student Questionnaire," December 4, 1973.

[2] "Special Occupational Planning Committee on the Work-Study program for Drop-Outs"

[3] Cleveland Board of Education Budget for the Work-Study program, 1973.

Screening
reminders
given
student
18

Appendix A

Name: ______________________________

Report to the Work-Study Program, 4966 Woodland Avenue on ______________________ at 12:30 P.M. for a screening test. Phone 432-2677 if you cannot keep this date.

CLEVELAND PUBLIC SCHOOLS
CLEVELAND, OHIO 44104

BEST COPY AVAILABLE

Young men and women, 18 through 20 years of age, who are residents of the Cleveland School District, may apply for admission. 16 and 17 year olds who have been cleared by the Bureau of Attendance of the Cleveland Public Schools may also apply.

1. There will be a pre-employment training period of four weeks during which part-time employment will not be available.
2. There is no guarantee of employment as a result of participation in this program. However, every effort will be made to place students in part-time employment.
3. Available school-sponsored part-time employment will continue only so long as the student complies with the requirements of the program and attends school.
4. Work toward high school graduation must be pursued.

PLEASE PRINT

NAME (last name first) ______________________ MAIDEN (if female) __________ DATE OF BIRTH __________

ADDRESS ______________________ TELEPHONE NUMBER ______________

LAST SCHOOL ATTENDED ______________ CITY AND STATE ______________ GRADE ______

DATE OF WITHDRAWAL ______________ WHERE DID YOU HEAR ABOUT THIS PROGRAM? ______

HAVE YOU EVER APPLIED TO THE WORK-STUDY PROGRAM BEFORE? ______________

TODAY'S DATE ______________ YOUR SIGNATURE ______________

RETURN COMPLETED APPLICATION TO:
WORK-STUDY PROGRAM
4966 Woodland Avenue
Cleveland, Ohio 44104

BEST COPY AVAILABLE

STRUCTURED AUTOBIOGRAPHY

NAME_______________________________________AGE_____DATE_________

1. Family: How many brothers and sisters do you have? What is your parents marital status?

2. Experiences you have had which stand out in your mind. Anything in your home life or school life that is outstanding to you.

3. Subjects you liked in school? ____________ ___________ Why?

4. Subjects you disliked in school? __________ __________ Why?

5. Explain in detail why you left school.

6. What type of work are you looking for as a vocation?

7. What are some of your outside interests, hobbies, and activities?

8. What is your personal family status?

9. Have you had any police contacts? _______ Explain in full.

10. How do your parent's feel about you joining the Work-Study Program?

Counseling Sheet

BEST COPY AVAILABLE

ACCEPTED
RE-TEST REJECTED

GROUP __________
DATE __________
ENROLLED __________

NAME __________
LAST FIRST MIDDLE MAIDEN

ADDRESS __________ ( ) PHONE __________
NUMBER STREET ZIP

DATE OF BIRTH: MONTH ____ DAY ____ YEAR ____ NIGHT SCHOOL CREDITS ____

SOCIAL SECURITY NO. __________ PLACE OF BIRTH __________

HEIGHT: FT. ___ IN. ___ WEIGHT: ____ HEALTH: __________
GOOD FAIR POOR

LAST SCHOOL ATTENDED (DAY) __________ CITY __________ STATE ____

WITHDRAWAL DATE __________ REASON __________ TOTAL POINTS ____

ATTENDANCE RECORD IN HIGH SCHOOL: GOOD ____ FAIR ____ POOR ____

DRAFT STATUS __________ SELECTIVE SERVICE NUMBER ____ LOCAL BOARD NO. ____

PREVIOUS WORK EXPERIENCE

DATE	PLACE OF EMPLOYMENT	TYPE OF WORK

TEST RECORD

DATE	TEST	SCORE

ADDITIONAL INFORMATION

SENTENCE COMPLETION EXERCISE

BEST COPY AVAILABLE

1. THE BEST THING THAT I

2. PEOPLE

3. TEACHERS

4. AT HOME WE

5. I DO NOT LIKE TO BE

6. THE MOST IMPORTANT THING TO ME

7. I THINK MY FUTURE

8. QUIZZES AND EXAMINATIONS

9. I AM DETERMINED

10. THE MOST IMPORTANT INFLUENCE IN MY LIFE

11. I WANT TO KNOW

12. MY MOTHER

13. WHAT PLEASED ME MOST

14. I THINK THAT LIFE IS

BEST COPY AVAILABLE

15. WHEN I SUCCEED I

16. WHAT BOTHERS ME MOST

17. I AM HAPPY WHEN

18. I AM HELD BACK FROM DOING WHAT I WANT BECAUSE

19. ALL MY LIFE

20. WHEN THINGS ARE AGAINST ME

21. WHAT KEEPS ME GOING

22. TIME

23. IF I COULD ONLY

24. WHEN I THINK OF MY FUTURE

25. THE MAIN DRIVING FORCE IN MY LIFE

26. I THINK THAT BOYS/GIRLS

27. MY FAMILY

28. WHEN I AM 65

29. I GET TIRED

Sentence Completion Exercise (continued)

BEST COPY AVAILABLE

30. IT IS IMPOSSIBLE

31. I AM DEPENDENT UPON

32. IF I FAIL

33. I WOULD LIKE TO BE

34. I DREAM OF THE TIME

35. WHEN I WAS A CHILD

BEST COPY AVAILABLE

PERSONAL DATA SHEET

Take this Personal Data Sheet with you when you apply for a job. Keep it handy in your billfold because it will help you in filling out an application.

NAME: ____
last first middle (maiden)

GROUP ______________________ DATE OF ENROLLMENT ______________

ADDRESS ______________________________ ZIP CODE ______________

TELEPHONE ______________ DATE OF BIRTH ______________ AGE ________

HEIGHT: Ft.____ In.____ WEIGHT: ________ PHYSICAL HANDICAPS ______________

Soc. Sec. No. ______________ MARITAL STATUS ______________________

EDUCATION

Name of School	ADDRESS	Course of Study	Grade Completed	Date Left
(Jr.High)				
(Sr.High)				

PREVIOUS WORK EXPERIENCE

Name of Company	Address	Reason Left	Date Hired	Date Left
1.				
2.				

REFERENCES

(Do not include relatives. Persons who have known you for at least one year)

Name	Address	Place of Business	Phone
1.			
2.			
3.			
4.			

BEST COPY AVAILABLE

Cleveland Board of Education
Work-Study Program
Phone 432-2677, 8, 9
4966 Woodland Ave. 44104

Monthly Rating Sheet

Trainee ______________________ Place of Employment ______________

Supervisor ______________________ For Period Ending ______________

Please rate the employee on the following characteristics, and give your frank opinion. Check one item from each group which applies to the person being rated.

1. Quality and Accuracy of Work

______ Slow and makes frequent errors ______ Fast and accurate.

______ Slow but accurate ______ Fast but makes many errors.
______ Average rate of speed with relatively few errors.

2. Attendance

______ Circle number of times absent during the month.
1 2 3 4 5 6 none.

______ Circle number of times tardy during the month.
1 2 3 4 5 6 none.

3. Industry and Initiative

______ Follows through an assignment with normal amount of supervision.
______ Unable to finish assignments unless under constant supervision.
______ Completes assignments promptly and efficiently with little supervision.

4. Cooperation

______ Frequently breaks rules.
______ Respects rules but occasionally is indifferent about the work.
______ Respects rules and is always cooperative and agreeable.

5. Courtesy

______ Is discourteous.
______ Well meaning but awkward and careless about manners.
______ Always courteous and well mannered.

6. Health Appearance and Habits

______ Seems in good health.
______ Job grooming satisfactory.
______ Has good posture.
______ Job grooming unsatisfactory (Explain).

7. Outlook

______ Has enthusiasm for work ______ Cheerful
______ Complains a good deal ______ Moody

Remarks: Use reverse side for comments if any

CLEVELAND BOARD OF EDUCATION
WORK-STUDY PROGRAM
Phone 432-2677, 8, 9
4966 Woodland Ave. 44104

TRAINEE________________________________ PLACE OF EMPLOYMENT________________
For Period Starting________________
SUPERVISOR________________________________ For Period Ending________________

Please objectively rate the employee in the areas listed below by using a check in the appropriate columns. Use reverse side for any additional comments.

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE
(1) JOB ADJUSTMENT:			
A. Willingness to learn.			
B. Ability to work with others.			
C. Ability to accept constructive criticism.			
(2) QUALITY OF WORK AND WORK PERFORMANCE:			
A. Ability to complete assignment in alloted time.			
B. Assignment done thoroughly and accurately.			
C. Ability to follow directions.			
D. Flexible to changing work situations.			
(3) INITIATIVE:			
A. Willingness to request assistance when necessary and follow through.			
B. Willingness to give extra help if needed.			
(4) RELATIONSHIPS:			
A. Cooperates with co-workers and management.			
B. Respectful of rules and regulations.			
C. Displays loyalty to job.			
D. Courteous and well mannered.			
E. Displays enthusiasm toward job.			
(5) APPEARANCE:			
A. Promptness.			
B. Notification of illness or absence.			
C. Personal appearance and grooming.			

D. Circle times absent.
1 2 3 4 5 6 none
Circle times tardy.
1 2 3 4 5 6 none

SUPERVISOR SIGNATURE ________________________

Appendix B

BEST COPY AVAILABLE

STUDENT QUESTIONNAIRE

N=138

1. Male 62 Female 76

2. Age 16-28 $\bar{X}$ = 18.8

3. Grade 9-12 $\bar{X}$ 11.24

4. Were you born in Cleveland? Yes 77.5% No 22.5%
If not, where? ______

5. Do you live with your parents? Yes 66% No 34%
If not, with whom? ______

6. Do you like this program well enough to recommend it to your friends?
Yes 89% No 11%

7. How long have you participated in the program? range 1 month – 5 YEARS
1 YEAR or less – 69%
1 to 3 years – 29%
3 or more years – 2%

8. How did you hear about this program?

Guidance Counselor 25%
Teachers in program 1.5%
Friends 50%
Outside program 10%
Other (list) 12%

9. Why did you elect this program? ______

10. Do the students have a voice in determining program procedures?
Yes 60% No 37% no response 3%

11. Indicate in which extra curricular activities you participate.

12. In which activities within the program do you participate?
1.
2.
3.
4.
5.

13. Do you have a choice of your teachers? Yes 53% No 45.5% no response 1.5%

14. Was your "course" schedule designed by
A. You 30.5%
B. Teacher 17%
C. You and your teacher 51%
D. If none of the above please explain 1.5%

BEST COPY AVAILABLE

15. Are your teachers interested in you?
   A. Most are 40%
   B. Some are 30%
   C. Few are 15%
   D. None are 10%
   no response 5%

16. What are you interested in learning in the program?

17. Will you be able to do this learning at this school?
   Yes_____ No_____ If not, why?

18. Does this program make school more desirable for you? Yes - 82%
   No - 8%
   no response - 10%

19. Do you ever cut? Never 78% Sometimes 17% Often 2%

20. Name 3 things that are different about this program than the program you attended before.
   1.
   2.
   3.

21. Do you plan on completing high school? Yes 95.7% No 0.7% no response 3.6%

22. What do you plan to do after high school? College — 39%
   Work & College — 3%
   Technical Training - 16%
   Work — 22%
   Unknown — 20%

TEACHER INTERVIEW
OBSERVATION CHECK LIST

You may want to conduct the interview before the observation, or ask some questions before and others after viewing the classroom situation. (You may want to know objectives before watching the teacher in action.) The questions progress logically; but, you may not want to ask them in the order given.

I. INTERVIEW
  A. When and how did you hear of the program?
  B. Did you have any specialized training? Why did you decide to teach here?
  C. What do you see as the objectives of your program?
  D. What are your particular objectives in teaching in the program?
  E. How do your own objectives reinforce the overall goals of the program as you see them?
  F. What information or skills are you attempting to give the students?
  G. What methods and materials do you use in instruction?
    1. How do you motivate your students?
    2. How do you meet individual differences?
    3. What are some of the activities in which your students are involved?
  H. Do you have methods of evaluation? If so:
    1. How do you evaluate your students?
    2. How do you evaluate yourself as a teacher?
  I. Do you feel that you are accomplishing your objectives? Why or why not?
  J. What do you feel are
    1. the major strengths of the program?
    2. the shortcomings of the program?
  K. What do you see for the future of this program (concerning finance, and changes in things such as objectives, curriculum, methods).
  L. How do you relate to the total school program and staff?
  M. How do you communicate with parents?
  N. How do you view the parent role?

II. OBSERVATION CHECK LIST
  A. Teacher's name
  B. Subject, class, or level taught
  C. Student population in this particular program
    1. Number of students
    2. Ages or age range
    3. Any other identifying or qualifying characteristics
  D. Your own view of teacher objectives

E. Instruction in this particular "lesson" or session
   1. Indication of teacher and lesson preparation
   2. Teacher methods
      a. of motivation
      b. for meeting individual differences
      c. class activities - group and independent efforts
   3. Materials (Note the supply and use of essential and supplementary materials)
   4. Evaluation techniques (If any are observed)

F. Classroom atmosphere
   1. Teacher - pupil rapport (general student behavior and discipline)
   2. Student interest and participation
   3. Teacher enthusiasm

INTERVIEWING AGENDA
SCHOOL LEADERS OR ADMINISTRATORS

Keep in mind that you may have to approach your interviewee more than once in order to clarify the answers you were given in the initial interview, or obtain details that could not be obtained through records you will investigate. Refer to your check list for details you may want to include in follow up interviews.

1. What are your objectives at this program?
    a. Why was it established?
    b. What did the founders hope to achieve?
    c. Have the objectives changed since the founding of the school?
    d. Are there any written statements of the objectives? Where are they located? May we have access to them?
    e. Does this program lead to a high school diploma?

2. Who started this program?
    a. Are there any written records on the founding of the school? Where are they located? May we have access to them?
    b. What other background information can you give me on the founding of the program that might be in the records?

3. What kinds of students does the program serve?
    a. range of ages?
    b. types of home backgrounds?
    c. personality types?
    d. other identifying characteristics of student population?
    e. how are students recruited?

4. How is entry and exit from the program handled?
    a. How are students recruited?
    b. What are the criteria for admission?
    c. How many students have been denied admission and why?
    d. Is there a limitation on enrollment?
    e. When and how may students leave the program?

5. What kinds of instructors do you have?
    a. How many teachers?
    b. Do you utilize teacher aids, paraprofessionals, or volunteers
    c. How are instructors hired?
    d. Has the staff of the program changed in any way since the founding of the program? If so, how?

6. How is your program organized?
    a. What is the distribution of authority? Who has administration responsibilities for the program?
        1) Is there an administration?
        2) Do you have any type of diagram showing staff and administrative organization? What is the organization?

6. How is your program organized?
   a. What is the distribution of authority?
      Who has administration responsibilities for the program?
      1) Is there an administration?
      2) Do you have any type of diagram showing staff and administrative organization? What is the organization?
   b. What kind of curriculum do you have? (range and types of "courses" offered)
   c. Describe the physical plant? Is there a diagram available?
      1) How many rooms do you have? (or - how do you use the space available to you)?
      2) How were you able to obtain the use of this particular space?
      3) Has your location changed since the beginning of the program? If so, name previous locations and reasons for moving.
   d. What kind of a daily time schedule do you have? Is it necessary to coordinate with the traditional school schedule?
   e. How are students grouped? (by age? interests? abilities)?
   f. What kinds of rules and disciplinary measures exist? (for truancy, misbehavior, etc.)
   g. Describe any changes that have occurred since the founding of the program in school organization, curriculum, grouping, or policy.
   h. Are there any records on school organization? Where are they located? May we have access to them?

7. Do you offer any special programs or services to your students? (guidance, job placement, etc.)
   a. If so, describe them.
   b. How do these programs make your program different from the traditional one?

8. What are your methods of evaluating yourselves (as teachers or school leaders) and your institution to see if your objectives are being met?
   a. do you keep student records?
   b. do you hold periodic meetings?
   c. do you do follow up studies on students who have left?
   d. If there are any written records or evaluation forms, may we see them?

9. What do you do in order to establish good public relations?
   a. With the community in general?
   b. with parents of students?
   c. with students outside of the program?
   d. how are parents informed about the program?
   e. do they participate? How?
   f. Is there parental input to program development?
   g. can we have samples of literature you send out?
   h. do you feel that you have established good relations within your community? Explain

10. How do you attempt to establish relations with other schools in the area?
    a. With what schools and school personnel do you communicate? (get names)
    b. How, exactly, is information disseminated? (obtain samples)
    c. What indications are there that your message has been received?
    d. Do you feel that your methods are working? Why or why not?

11. How and why do you feel that your program has been successful in educating the students it serves?

12. What are the shortcomings and deficiencies of the program in your opinion?

13. How do you view your financial situation at the present time?
    a. Is it better, worse, or about the same as when the program started? Explain.
    b. For what, specifically, do you need more money?
    c. What is the source of your funding?

14. What do you see for the future of your program? Will there be changes in:
    a. objectives?
    b. organization?
    c. curriculum?
    d. location?
    e. teachers or student population?
    f. methods or policies?

* You may want to ask whether any changes have occurred since the founding of the school.

BEST COPY AVAILABLE

Work-Study Program
Cleveland Public Schools

ATTENTION: ALL YOUNG ADULTS WHO ARE RESIDENTS OF CLEVELAND, AND ARE 18, 19, AND 20. IF YOU HAVE NOT COMPLETED YOUR HIGH SCHOOL EDUCATION AND ARE UNEMPLOYED..........

You will be interested in joining the Work-Study Program sponsored by the Cleveland Board of Education.

At present we have students attending classes in the evenings at John Hay Night School and West Technical Night School. Our Day School is the only one of its type in Ohio and its curriculum consists of classes in English, Social Studies, Science and several other work related courses. In addition to attending classes, all of the students are eligible to work on Program sponsored part-time jobs or are members of the Hospital Co-operative or Industrial Co-operative Training Programs.

The next Pre-Employment session will begin Monday, September 13, 1965 at our main center, 1900 St. Clair Avenue. Phone: [illegible]-1474. Pre-Employment centers will be located on the East and West sides also.

SCREENING FOR ACCEPTANCE WILL TAKE PLACE BEGINNING AUGUST 23, 1965.

THE PRE-EMPLOYMENT SESSION WILL BEGIN ON SEPTEMBER 13, 1965.

Procure an application at the Clara Morris Work-Study Program Center or any of the distribution centers listed on the attached sheet.

BEST COPY AVAILABLE

CLEVELAND PUBLIC SCHOOLS
CLARA MORRIS WORK-STUDY PROGRAM CENTER
1900 ST. CLAIR AVE. — PHONE NUMBER 771-1474

ATTENTION!

ALL YOUNG ADULTS WHO ARE RESIDENTS OF CLEVELAND AND WHO ARE 18, 19 AND 20. IF YOU HAVE NOT COMPLETED YOUR HIGH SCHOOL EDUCATION AND ARE UNEMPLOYED.......

You may be interested in joining the Work-Study Program sponsored by the Cleveland Board of Education. We are located at Clara Morris Work-Study Center 1900 St. Clair and Max S. Hayes Trade School, 4600 Detroit Ave. Our third center will be on the East side in the Glenville area, the specific location will be decided upon in the near future.

At present we have many students attending classes in the evenings at John Hay and West Tech Extension schools. Our day school, which is located at the Clara Morris Work-Study Center 1900 St. Clair, is the only one of its type in Ohio and its curriculum consists of classes in English, Social Studies, Hospital Science, Basic Math, Business Education and several other work related academic courses. Along with attending classes, all of the students are eligible to work on Program-sponsored part-time jobs or are members of the Hospital or Industrial Co-operative Training Program. In addition to the above Educational Institutions we also assign students to the Observation adult day school if it fits their needs.

The next Pre-Employment session, our 17th group, will begin Monday March 14, 1966 at all of our centers. PRE-EMPLOYMENT CLASSES WILL BE HELD FOR SIX WEEKS PRIOR TO RE-ENTRY INTO SCHOOL. High School credit is given for this course and it meets from 12:30 P.M. to 3:30 P.M. daily during this six week period.

SCREENING FOR ACCEPTANCE WILL TAKE PLACE BEGINNING MONDAY, FEBRUARY 28, 1966 AND WILL CONTINUE UNTIL FRIDAY MARCH 11, 1966. INTERVIEWIGG APPOINTMENTS ARE ARRANGED FOR MONDAY, WEDNESDAY AND FRIDAY IN THE AFTERNOONS.

Applications may be procured at the Clara Morris Work-Study Program Center at 1900 St. Clair, or any of the following city wide distribution centers:

THE MAIN PUBLIC LIBRARY AND ALL OF ITS BRANCHES

ALL Y.M.C.A. AND Y.W.C.A. CENTERS

ALL CITY RECREATION CENTERS
and
ALL CLEVELAND PUBLIC DAY AND EVENING SCHOOLS

FOR FURTHER INFORMATION CALL 771-1474

EAST

Cory Methodist Church
1117 E. 105
PO 1-7559

WEST

West Side Community House
3000 Bridge Ave
Pr 1-7298

BEST COPY AVAILABLE

Cleveland Public Schools
Work-Study Program

APPLICATIONS MAY BE OBTAINED
AT THE FOLLOWING:

DISTRIBUTION CENTERS

EAST

1. Bell Neighborhood Center
1839 E. 81
SW 1-6677

2. Calvary Presbyterian Church
Euclid & 79
EX 1-8448

3. Cleveland Boy's Club, Inc.
4818 Wendell
VU 3-4663

4. Cory Methodist Church
1117 E. 105
PO 1-7550

5. John Hay Night School
2075 E. 107
GA 1-7701

6. Karamu House Recreation Center
2355 E. 89
795-3322

7. League Park Center
6601 Lexington
HE 2-2790

8. Phillis Wheatley Association
4450 Cedar
EX 1-4443

WEST

1. Fred's Luncheon
3394 Scranton
395-9790

2. Dickey's Recreation Center
3275 W.25
741-9774

3. Lakeview Terrace
1340 W. 28
CH 1-2336

4. Merrick House Settlement
1050 Starkweather
PR 1-7298

5. Riverview Center
1791 W. 25
621-8996

6. West Side Community House
3000 Bridge Ave
PR 1-7298

7. West Tech Night School
2201 W. 93
281-9100

8. Max S. Hayes Trade School
4600 Detroit
631-1528

CITY WIDE DISTRIBUTION CENTERS

1. Cleveland Public Library
(Downtown and all neighborhood branches)

2. YW & YMCA's
(Central and all neighborhood branches)

3. All Cleveland City Recreation Centers

4. All Cleveland Public High Schools

5. Radio WABQ
2323 Chester
CH 1-7555

6. Radio WHK
5000 Euclid
Ex 1-5000

7. CLARA MORRIS SCHOOL
1900 ST. CLAIR
771-1474

Appendix D

BEST COPY AVAILABLE

West Side News 10/16/64

Work-Study Program for School Drop-Outs

Recruiting time is here for high school drop-out youths in the Cleveland school district. Young men and women, who are 18, 19, or 20 years of age, and who have been out of school six months or more, may apply in the Work-Study Program sponsored by the Cleveland Board of Education.

At present there are 200 students attending evening school at John Hay and at West Tech. Of this number, 75 are working at part-time employment and 50 are in the Hospital Cooperative Training Program.

On Monday, October 26, screening of the candidates for Group 9 will begin, and continue until the new session begins on Monday, November 9. Training this Pre-Employment group will be in the Max S. Hayes Trade School on the West Side.

Applications are at the following centers: Cleveland Public Library-Main and all branches; West Side Communtiy House, 3000 Bridge Ave.; West Tech Night School, 2201 W. 93rd; YMCA-Central and all branches; and all High Schools and City Recreation Centers.

For additional information, call Work-Study Headquarters at 231-3351 from 8:00 a.m. until 4:15 p.m. daily.

CLEVELAND PUBLIC SCHOOLS

1380 East Sixth Street · Cleveland, Ohio 44114 · Telephone 241-3660

PAUL W. BRIGGS
Superintendent

BEST COPY AVAILABLE

Work-Study Program
Clara Morris School
1900 St. Clair Avenue
Cleveland, Ohio 44114
Phone: 771-1474, 5, 6

Dear

Our day school starts on January 3, 1967 and night classes begin on January 30, 1967. If you are interested, I would like you to call and make an appointment to come in during the week of Dec. 26, 1966. Call so we can have your folder and registration material available. If you cannot reach Mr. [redacted], ask for Miss [redacted] for an appointment.

I certainly hope that you will reconsider because the need for a high school education, as a starting point in the world of work, is getting to be of greater importance every day. This is not only true in work but in being a good citizen in our complicated society. I am looking forward to seeing you.

Sincerely yours,

JLMc:eg

BEST COPY AVAILABLE

Dear ______________________,

We hope you are having an enjoyable holiday vacation. It is important to relax and break the routine of your school year. It is also time to catch up on reports that are due or studying that should be done. Do not forget you have a few more weeks of night school left.

Counseling will be resumed the week of January 3, 1967. Counseling times are as follows:

Tuesday....................	10:30 A.M. 2:00 P.M.
Thursday....................	10:30 A.M. (By appointment only) 2:00 P.M.
Friday....................	Credit for counseling at any activities (A.M. only)

Sincerely yours,

School Co-ordinator
Work Study Program

JLMc:eg

[illegible] 12-65
[illegible]

BEST COPY AVAILABLE

1. A student who attends day school and has classes five(5) days a week will be **allowed** a total of four(4) absences. At the time this fourth absence occurs the director of the program will make a decision as to loss of credit in classes. These four(4) can be in any subject. As soon as this total is reached some subjects will be eliminated.

2. A student incurring an unexcused absence will lose 15 points for each absence, up to a total of 45 points.
Upon making up unexcused absence time the student will receive one third of the points he lost or five(5) points up to a total of 15. If he is over three (3) absences in any one class, he is in danger of losing credit for the course.

3. A student incurring an excused absence will lose ten(10) points from each class absent for each excused absence. Excused or unexcused, a student is allowed only a total of three (3) absences.

4. STUDENT ABSENT FROM CLASS BUT TARDY TO SCHOOL

There are instances when a student is absent from a class, but tardy to school. The instructor in checking over the daily absence sheet should bring it to the attention of the Attendance Department if a student is absent from his class but not listed as absent from school. In doing this, both the records of the instructor and the Attendance Department will be the same.

5. TARDINESS
Three (3) tardies constitute an absence.
If a chronic tendency shows up, the student's counselor and Attendance Director should be involved. If it continues, it should be brought to the attention of the Program Director.

A CODE OF ETHICS FOR THE WORK-STUDY PROGRAM

Date submitted: 4-9-65
Date of final discussion:
April 27 and 29-65
May 4 and 6-65

I PHILOSOPHY

A. Code of ethics defined a standard of behavior for participation in the Work-Study Program.

B. The code of ethics applies to the school, work, or counseling phases of the Program. It applies to outside activities which effect school, work, or counseling performance within the Program. To be discussed is the point of whether all outside activities reflect on the Work-Study Program image.

C. Objectives of the Program. To finish high school and gain work experience.

II CRITERIA FOR ENTERING PROGRAM

A. Voluntary basis

B. Police record--accepted on a trial basis (Pre-Employment). No habitual offender nor major crime (murder, rape, etc.) should be accepted.

C. Behavior - a student must show good, mature behavior at all times.

D. Past attendance record should not be considered for entrance.

E. Marital Status - no restrictions.

F. Attitude - should be determined during screening and pre-employment, drop if poor. Volunteering for special work should be considered a good sign. Everyone should be willing to accept rules of the Program.

A CODE OF ETHICS FOR THE WORK STUDY PROGRAM

Date submitted: 4-9-65
Date of final discussion:
April 27 and 29-65
May 4 and 6-65

III CRITERIA FOR CONTINUING

A. Define Progress - Must have good attendance in work, school and counseling. There must be signs of individual progress to continue

B. In school and job failures, attendance is the key factor to consider. To be discussed are the specific items for what constitutes failure in school and work and what to do about this.

IV ADDITIONAL AREAS

A. Morals, continued pregnancies should be cause for dismissal from Program; respectful behavior and maturity is a must. Serious or continued health problems (V.D. or other communicable disease, -etc.) should be cause for dismissal from the Program.

B. Outside Activities - To be discussed are the following: volunteer work, Service Club, Challange, and private social activities of students in the Work-Study Program.

COMMENTS:

Appendix E

BEST COPY AVAILABLE

Work-Study Program
Cleveland Public Schools

JOB PLACEMENT PROCEDURES

1. All job applications for new employees or the replacements of a counselee on the job, must be channeled to the Job Placement office first. (Mr. [redacted]) This is by note or by outside interested parties.

2. The job opening will be evaluated and potential candidates selected and rated by the Work Coordinator and the Job Placement Office. After a tentative decision is reached on the potential candidates, the Instructor-Counselor, whose area this job falls into, will be called in and consulted. If this is the replacement of a former counselee, the Instructor-Counselor is responsible for pursuing, through the above office, the procuring of a replacement until the deal is resolved and completed.

3. No appointment, promises of a replacement, or selection of a job candidate will be made without the Work Coordinator or Job Placement Office approval. All must be cleared through the latter office. The selected counselees will be screened by one of the above mentioned parties and then referred to the Instructor-Counselor for a final briefing, personal data sheet check, appointment arrangements, and follow-up information on the interview. The Instructor-Counselor will see the candidate or have him call after the interview. The follow-up contacting of the employer will be carried out by the Instructor-Counselor to clear up the interviewing results. These results should be written up, recorded and turned in to the Job Placement Office. A memo with the starting date, hours, place of employment and Work Contact, will be turned over to the Work Folder and Tag supervisor, Mr. . A check will be made by the Job Placement office. The written job resume will be filed in the counselee's folder.

[redacted]
Work-Coordinator

[redacted]
Assistant Supervisor
Work-Study Program

JAS:hk

WORK-STUDY PROGRAM
CLEVELAND PUBLIC SCHOOLS

REQUIREMENTS FOR GRADUATION

BEST COPY AVAILABLE

A total of 340 points must be earned in order to qualify for graduation from Cleveland Extension High School. The 340 points must be distributed as follows:

80 points of English (9B, 9A, 10B, 10A, 11B, 11A, 12B, 12A)
60 points of Soc. St. (20 points of which must be Am. Hist. & Gov.)
20 points of Math, 20 points of Science and 20 points of Health.
40 points in any two of these areas: (1) Art (2) Bus. Ed. (3) Foreign Language (4) Home Ec. (5) Ind. Arts (6) 20 additional points of Math (7) 20 additional points of Science.

SUBJECT	PTS.	MK.	DATE	SUBJECT	PTS.	DATE	MK.
9B English Soc. St. Math Science Ind. Arts Home Ec.				9A English Soc. St. Math Science Ind. Arts Home Ec.			
10B English World History I Co-op Math I O. Typing I				10A English World History II Co-op Math II O. Typing II			
11B English A. H. & G. I Hosp. Sci. I Bkkp. I Typing III Spanish I Occup.				11A English A. H. & G. II Hosp. Sci. II Bkkp. II Typing IV Spanish II			
12B English P. S. E. I H. Hyg. I Bus. Comm. I Black History Bus. Law				12A English P. S. E. II H. Hyg. II Bus. Comm. II Psychology			

PARTICIPANT ______________________ TOTAL POINTS ________

COMMENTS: FOR ADDITIONAL SPACE USE REVERSE SIDE

ALTERNATIVE PROGRAMS IN GREATER CLEVELAND PUBLIC HIGH SCHOOLS:

A DESCRIPTIVE STUDY

SECTION V

CLEVELAND PUBLIC SCHOOLS: WOODLAND JOB CENTER

by

David Whitaker

Presented to

THE MARTHA HOLDEN JENNINGS FOUNDATION

Project Director

Sally H. Wertheim, Ph. D.

Project Consultant

William P. Hoffman, Ed. D.

March 1974

TABLE OF CONTENTS

Page

LIST OF TABLES iv

LIST OF APPENDICES v

CHAPTER

1. INTRODUCTION AND BACKGROUND 1

    History 2

    JOBS and NAB 4

    Job Training for New Workers 4

    Work-Study 5

    Philosophy 6

2. DATA 8

    Location and Physical Plant 8

    Financial Data 11

    Enrollment and Students Served 12

    Background and Responsibilities of Staff 13

3. PROGRAM 17

    Curriculum and Methods 17

4. STUDENT AND TEACHER INTERVIEWS 29

    Student Reactions 29

    Teacher Reactions 36

Page

CHAPTER

5. SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT 38

School's Evaluation 38

Problems 40

Impact 42

Summary 45

APPENDICES 47

LIST OF TABLES

Page

TABLE

1. Student Evaluation of East High School Program 30

2. Adult Trainees' Evaluation of Program 33

LIST OF APPENDICES

Page

APPENDIX

A. Members of the Faculty 47

B. Student Questionnaire 48

C. Adult Trainees' Questionnaire 50

D. Teacher Interview Observation Check List 51

E. Adult Vocational Programs 53

F. Auto Parts Training Program 54

Interviews for this section were held with the Educational Program Manager and teachers in the program.

The material was edited by the Director, Technical Vocational Education and the Assistant Superintendent of Continuing Education and Special Projects.

CHAPTER 1

INTRODUCTION AND BACKGROUND

To any present-day professional educator, the term "alternative" is rapidly becoming a household word. This emphasis on change, however, is not unique to our time, for men like John Dewey and John Locke crusaded for change in the past just as John Holt, Ivan Illich and Everett Reimer are doing today. These individuals, and others like them, will continue to serve as reminders to educators that there is always room for educational reevaluation and modification.

Crusaders for educational change, though not unfamiliar to educators, nonetheless create many problems. These persons bring to the public eye the unpleasant realities of a wide-spread disenchantment with the educational system,the decrease in the number of high school graduates entering colleges and universities and the substantial dropout rate among high school students.

The aforementioned problems, in addition to the general apathy among some students that permeates nearly every phase of education, have motivated a great many educators to explore various alternative programs in an effort to meet the demands of our present society. This quest for a more satisfactory educational program has prompted many educators to found new schools. These schools are numerous and vary greatly, with each reflecting the personal philosophies of its founders.

Despite the increases in new schools, many educators feel that new programs can and must be implemented in our public schools. It has become evident to public school administrators and teachers that no one program can effectively meet the needs of all pupils, and it is for this reason that public school personnel are striving to develop their own "alternative" programs. Nationally, many schools have implemented new programs which are designed to meet the needs of pupils. This paper will describe one of these efforts, the Woodland Job Center, operated by the Cleveland Board of Education.

The specific objective of the research was to answer the following questions:

A. What are the purposes of the program?
B. How and why did it come into being?
C. What has been its subsequent history?
D. What procedures and data are in existence to evaluate the program?
E. What procedures have been established to disseminate innovations to other schools?

The specific procedures were as follows:

A. Spend four to eight weeks in the field studying aspects of the assigned school.
B. Interview key school personnel.
C. Read any written documents.
D. Search files.
E. Do shadow studies on teachers and students.
F. Interview other school personnel about program.
G. Attend staff, community and board meetings.
H. Observe the teaching-learning process.
I. Distribute and record results of questionnaires.

History of the Program

The Woodland Job Center, located at 4966 Woodland, is housed in a structure that was donated to the Cleveland Board of Education by the

General Electric Company in 1967. At that time there were many conditions, in the Cleveland inner-city, that were of utmost concern to educators and businessmen alike. There was (a) a school dropout rate of 4,000 annually, (b) an unemployment figure of fifteen percent in the inner-city as opposed to a three percent figure for Greater Cleveland, and the rate was an alarming fifty-eight percent among out-of-school youth, (c) a 1967 relief cost of $50,000,000 in Cleveland which represented a 500% increase in the number of children on ADC (Aid to Dependent Children) since 1955.[1]

It was through the concern for these problems and the efforts of Dr. Paul W. Briggs, Superintendent of Cleveland Public Schools, C. J. Miller, and R. V. Corning, Regional Vice-President and Vice-President and General Manager of the General Electric Lamp Division, that the foundation was laid for the present Woodland Job Center Program.[2] It was the feeling, of these men, that a three-dimensional approach could be taken that would (a) provide basic and remedial education, (b) provide training in job skills and (c) provide job placement. They were in hopes of attracting the eighteen to twenty-two year-old dropout who wanted to return to school part time, the sixteen to twenty-two year-old who needed training for immediate employment and the hard-core, inner-city, unemployed person who needed job training and remedial education. The purpose of this effort was to create a new source of manpower for local businesses and industries, provide jobs immediately for the unemployed, reclaim the school dropout, and lower the dropout rate.

In order to meet these needs, three programs were developed which included Job Opportunities in the Business Sector (JOBS), and National Alliance of Businessmen (NAB), Job Training for New Workers and Work Study.

JOBS and NAB

This phase of the operation was designed to serve 1,000 employee trainees in the first year. It would be aimed at the hard-core, unemployed, inner-city resident.

The JOBS and NAB programs, while being financially supported by the U.S. Department of Labor, would be operated by the Cleveland Board of Education under a sub-contract with the Greater Cleveland Growth Association. This program was designed to progress through the following phases beginning with (a) recruitment and selection through project AIM, (b) personnel processing and employment by participating business and industry, (c) enrollment at the Woodland Job Center for orientation, counseling, basic education, job skill training, and supportive services, (d) on-the-job training by the employer at the center or in the employers' place of business, and (e) full-time employment and follow-up.[3]

Job Training for New Workers

This program was designed to attract the sixteen to twenty-two year-old dropout and potential dropout. It was planned to proceed through the following phases:

A. Immediate employment would be provided through cooperating industry and commerce shops located in the center. The enrolee would be placed immediately upon entry.

B. Skill training via specialized skill development for immediate placement and job advancement.
C. Basic and remedial education in (a) communication and computation, (b) consumer economics, (c) work-study attitudes and habits, (d) free enterprise system, and (e) citizenship education.[4]

Work-Study

This program would be geared to high school dropouts between the ages of eighteen and twenty-one. There would be three phases to this program described as follows:

A. Six week-pre-employment training and orientation to the world of work.
B. Enrollment in high school courses leading to graduation and part-time work.
C. High school graduation and full-time work.[5]

This original program design operated from 1968 to 1971. During this period job placement was at the seventy percent level. The General Electric Company is the only one, from an original list which included (a) Chevrolet Division of General Motors, (b) East Ohio Gas Company, (c) Cleveland Electric Illuminating Company, and (d) The Ohio Bell Telephone Company, that still participates and follows the original guidelines.

There were many factors that worked jointly to bring about the transition from the original to the present form. Some of the factors responsible for the change were:

A. There was a change in the objectives of the various participating companies.
B. The companies decided to train their employees in their own plants.
C. Unique skills were required of the training personnel.
D. The training prepared participants for one job and one company only.

According to the present director the principal change is the "... training for all types of jobs rather than just one job with one company."

Philosophy

The philosophy of the Woodland Job Center derives from the belief that there is a present, as well as a future, need for skilled labor, and that the persons needing help the most are the disadvantaged persons living predominantly in the inner city. It is further believed that, with the proper training, these persons can be lifted from poverty by their ability to enter industry in good paying jobs in well established areas. The following passage taken from the 1972-1973 proposal amply describes the motivation and ideals of the Woodland Job Center.

> The demand for skilled workers is on an upward spiral. To a great extent the nation's economic strength depends on the initiative and competence of its skilled work force. They make the patterns, models, tool dies, machines, and equipment without which industrial processes could not take place. Skilled workers repair the equipment used in industry and the mechanical equipment and appliances used by the consumer. They also build the homes, commercial and industrial buildings and highways. The employment picture for all skilled areas is encouraging. Increased job opportunities in the skilled areas is a direct result of expansions in industry coupled with technological advancements. Locally, the employment of workers in both the skilled and semi-skilled areas appears to be on an upward trend.
>
> As encouraging as the employment outlook appears to be, paradoxically, the unemployment rate has reached an alarming figure. The annual report of the County Welfare Department shows a phenomenal increase of approximately thirty percent in the number of welfare recipients in the Cleveland area since 1970. Recent poverty level figures for the Cleveland Public Schools indicate that

thirty-three percent of the students enrolled are at or below the poverty level. This represents a population of over 60,000 children. However, statistics do not show the number of youth and young adults that are unprepared to earn a living. In order for many of these youth to enter the job market, special programs must be developed.

The Cleveland Public Schools through the Technical and Vocational Division and the Special Needs Department have worked cooperatively in the creation of the Woodland Job Center Training Program.[6]

---

[1] "Fact Sheet" (Cleveland Public Schools). (Mimeographed).

[2] "F-74 Proposal For The Disadvantaged" (Cleveland Public Schools). (Mimeographed). Hereafter referred to as "F-74 Proposal."

[3] "Fact Sheet" (Cleveland Public Schools). (Mimeographed).

[4] Ibid.

[5] Ibid.

[6] "F-74 Proposal."

CHAPTER 2

DATA

Location and Physical Plant

The Woodland Job Center is located at 4966 Woodland Avenue, on major east-west thoroughfares and near cross town bus routes. The structure has approximately four and one-half acres of usable floor space which is suitable for industrial and commerical activities, as well as training and classroom instruction. The facility also has ample office, service and parking space. The building construction forms a large "U", the base of which fronts on Woodland Avenue. The two wings are known as the East and West wings.

The allocation of floor space for specific activities changes frequently to meet the needs of the particular programs in operation. The Woodland Job Center utilizes the three floors and basement on an as need basis. With four and one-half acres of space there is ample room.

The basement houses the equipment for the Bowling Lane Maintenance Program with three regulation lanes and two stub lanes representing Brunswick and AMF. These lanes are the same, in every detail, as those found in bowling establishments designed for public use. Even with three regulation lanes and two stub (instructional) lanes, there is still much available space for storing incoming and unused equipment.

On the first floor are the main offices on the right and the drapery and tailoring component on the left. In the center there is a lobby and a receptionist to greet visitors as well as new enrollees. The general offices are on the right and include space for the program director, two counselors, one staff assistant, one department chairman, six secretaries, a head secretary, a faculty lounge, a xerox machine and a spacious waiting area for perspective enrollees.

The drapery and tailoring component is well lit and includes power machines and tables for the trainees to use. There is sufficient space for each trainee to be able to lay out material and patterns. Adjacent to the drapery component is the lobby from which a small door opens into a space used for receiving deliveries. To the left is the custodian's office and to the right is a stairway which leads to the second floor. Toward the rear of this area are two large double doors which lead to the service floor of the auto mechanic program.

The auto service floor is very large and utilizes the entire rear east wing of the building. There are several hydraulic lifts, a wheel aligner,a parts department and a chassis dynometer for diagnostic work. This component is well equipped and is as close to an actual automotive service department as one might find in the field.

The second floor includes five components with much space to spare. From the front entrance there is a stairway which also leads to this floor. This stairway leads to the second floor lobby which gives easy access to the library and classrooms. The library contains much audio-visual material and equipment as well as course related reading material.

Facing the library, though separated by a hall, is the shop area. This area includes the machine, carpentry and building maintenance components. These shops are equipped with much modern equipment which is designed for use in contemporary industrial projects. Each component has the necessary machinery to enhance the student's acquisition of entry level skills.

Also on the second floor, overlooking the auto component, is a modest faculty lounge which is next door to a new engine machining room. This shop is being prepared for classes to begin in early 1974. This component will utilize some of the newest and most modern engine machining equipment available today.

The first floor, west wing, also includes spaces that are used by the General Electric Company and the General Motors Corporation. The space utilized by the General Motors Corporation is for the purpose of providing small jobs for enrollees in very much the same manner as the original Woodland Center. The General Electric Company, which also has space, is the only remaining company that still operates under the original proposal of 1968.

On the third floor, east wing, classes are held in basic engine, automotive chassis, automatic transmission, and air conditioning. These classrooms contain all the basic equipment necessary for instruction. In the engine room there are twelve to fifteen engine stands with engines. The room is well lighted and spacious enough to accommodate fifteen to twenty students.

The classes for automotive chassis are held across the hall from the basic engine room. This shop is also well lighted and spacious. There are two complete automotive chassis models in the class as well as many stands that can be used to support the various chassis components.

Next door is the air conditioning and automatic transmission room. In this room are many transmissions and air conditioning units which can be used for instruction. There is ample work space along the walls of the room and much floor space where students may participate in group discussions.

Adjacent to the basic engine room is the automotive electrical room. Here fifteen to twenty students can be accommodated and learn the principles of automotive electrical wiring. There is a work area for each student as well as an area for group instruction and discussion.

Financial Data

The Woodland Job Center has a staff of forty which includes the program director, five administrative persons, seventeen teachers, a librarian, nine technicians, and seven secretaries.[1] All the staff members are employees of the Cleveland Board of Education and are paid on the same salary schedule as all other board personnel. The staff members are on a forty-eight week contract.[2] Since the staff is employed by the Cleveland Board of Education, their salaries come from the same sources as their associates in the system.

It is difficult to give an accurate description of the financial picture of a program that is constantly changing to meet demands, and one that receives considerable materials from outside sources in the form of donations. Perhaps one good indication of the true financial picture can be gotten from the teachers, who on occasion, purchase needed items in order to have the necessary materials for instructional purposes. This action indicates that the available funds are insufficient to meet the present demands.

Enrollment and Students Served

The 1973-74 proposal stated that all the components would have two classes each, averaging twelve to fifteen trainees with a maximum of forty-two for both classes. This would make a total of 420 possible trainees for all the components. These trainees would meet for thirty-five hours per week for forty-eight weeks per year.

The system of enrollment at the center is a very practical one. The staff assistant keeps a daily record of attendance in order to determine when it is possible to add students to the various components. The advantage of this system is that more students can be helped and, at the same time, the forty-two limit can be met. This method is possible only because most of the enrollees have families and it is necessary for them to work at other jobs while training for some specific skill. The end result of this system is a much smaller waiting list than would otherwise be necessary if the trainees attended classes everyday as scheduled. Despite the efforts to enroll persons immediately there are still waiting lists in the following areas:

A. Seventeen in the Drapery and Tailoring program.

B. Thirty-six in the Medical Assistants program.

C. Fifty in the Machine Shop program.

D. Thirty-one in the Business and Office program.

E. Twenty-eight in the Automotive Mechanics program.

To be accepted in one of the Woodland Job Center programs an individual must be at least sixteen years of age and not enrolled in a regular in school program.[3]

The individuals enrolled in the program are recruited from a variety of sources among which are (a) Operation Mainstream, (b) AIM Jobs, (c) School Neighborhood Youth Corps, and (d) First Offender.[4] This wide range recuitment policy enables the Woodland Center to help persons that otherwise may have been ignored.

Background and Responsibilities of Staff

As stipulated in the proposal, all staff members are chosen in accordance with the regular recruitment procedures of the Cleveland Board of Education. These procedures are used to select professionals as well as para-professionals.

According to the proposal, teachers, technicians, and clerks have specific duties and responsibilities. It is the teachers responsibility to (a) conduct classroom activities, (b) develop other classroom activities, (c) participate in individual and group counseling sessions, (d) supervise technicians and aides, (e) participate in staff development activities and (f) maintain all records, rating sheets, performance tests, and other instruments which will substantiate students progress. The technicians have the responsibility of participating in small groups to provide individual attention, executing duties assigned by the teacher, assisting in the preparation of instructional materials, and acting as liaison between the school and the home. As a clerk for the Cleveland Board of Education an individual is responsible for preparing records and other program reports, maintaining the switch board, and performing other general clerical and office duties. These general guidelines are set forth by the Cleveland Board of Education and disregarding some minor differences the personnel appear to be following them.

All instructors in the skill areas are master craftsmen in their respective fields. These teachers averaged around twelve years experience prior to their employment at the center. They possess considerable expertise in their areas and the students benefit greatly from this knowledge. Many of the instructors have explained that one of the motivating factors causing them to leave industry was boredom as well as a desire to help give students a skill that will help them to gain independence through work. Many of the instructors seem to remember how difficult it was for them to gain their skills in times when no such programs existed. Everyone of these instructors appears to be very dedicated to the philosophy of the center and they seem to view themselves as contributing to a worthwhile cause and only wish that they could help more needy persons.

This faculty seems to be very cohesive and functions smoothly. Teachers work in a very relaxed atmosphere and as a result seem to feel less pressured. Much of this feeling undoubtedly results from the absence of discipline problems which is so much a part of the public school. A visitor to the center very quickly senses that it is a very pleasant place to work and learn.

FOOTNOTES

[1] "Members of the Faculty"(Woodland Job Center) (Mimeographed).Appendix A.

[2] "F-74 Proposal."

[3] Ibid.

[4] Ibid.

CHAPTER 3

PROGRAM

Curriculum and Methods

Since enrollees come from varying backgrounds, the program was designed to meet the individual needs that the trainees have. In order for each student to reach his ultimate goal, supportive activities are provided. These activities included the following:

A. Individual and group counseling.
B. Basic education (reading comprehension, spelling, grammar, and mathematics).
C. Job attitudes.
D. Proper work habits.
E. Job interviews.
F. Job follow-up.
G. Job applications.
H. Job placement and referrals.
I. Other services as dictated by the needs of the participant.[1]

Satisfaction of the participants' needs represents the joint efforts of several cooperating agencies, such as the Cleveland Schools, Ohio Bureau of Employment Services (OBES), AIM Jobs, and Job Placement.

In order to keep all the components operating effectively as a unit certain procedures were instituted including (a) recruitment of participants, (b) selection of participants, (c) interviewing of students by counselors to determine areas of interest, (d) designing individualized schedules for each student where he can develop skills according to his capacity and desire, (e) orienting new students, and (f) organizing classroom and shop activities.[2]

There are several different programs operating at the Woodland Job Center. The following pages will include a complete description of the specific objectives and evaluative techniques of each.

OBJECTIVES	TECHNIQUES
Clerical Skills Upgrading	
1. Upon completion ninety percent will increase typing skills by fifty percent.	1. Pre-test and post-test using Gregg Speed test, ninety percent must show fifty percent increase.
2. With forty-eight weeks instruction,eighty-five percent will take dictation at a rate of 100 words per minute.	2. Pre-test and teachers assessment will document individual growth and class averages.
3. Ninety percent of the students completing instruction in proper use of office machines will increase their efficiency in the basic operations to a level necessary for entry level employment.	3. Teachers ratings will be documented evidence of students growth.
Drapery Making and Tailoring	
1. Ninety percent of the students completing program will be able to perform the basic operations needed for employment on all power machines used in the program.	1. Teachers' ratings of students ability, procedures to provide maximum exposure to all machines in class will offer further evidence of achievement
2. Ninety percent upon completion will be able to select appropriate fabric and perform correct installation techniques for various types of walls and ceilings.	2. Students will be rated on the ability to perform correct installation techniques, class activities will emphasize the importance of selecting the proper fabric for a particular wall and ceiling.

OBJECTIVES	TECHNIQUES
Medical Assistant Component	
1. Upon completion ninety percent will exhibit an eighty percent increase in theoretical knowledge of fundamental health principles.	1. Pre-post test results will determine students increase in theoretical knowledge of basic health principles. Evidence will also come from classroom instruction, teacher lesson plans, and related activities.
2. Ninety percent of the students completing component will demonstrate an ability to perform basic nursing skills necessary to qualify for entry level employment	2. Evaluation will consist of teachers' ratings of students ability to perform the techniques and duties in a sequential order that will lead to improved nursing skills.
Machine Shop	
1. Upon completion ninety percent will be able to satisfactorily operate and maintain all machines found in an industrial shop.	1. Pre-post assessment by teacher through paper-pencil tests, and rating of acquisition of knowledge and techniques and operations of the various machines.

OBJECTIVES	TECHNIQUES
Building Maintenance	
1. Upon completion ninety percent will increase proficiency to perform at entry level employment in the trade and industrial service areas of carpentry, plastering, plumbing, heating, electrical, painting and masonry in order to maintain and care for office buildings, factories, apartments or similar structures.	1. Pre-post teacher-made tests covering all areas of instruction, comparison, of pre-post test results will determine student's rate of progress in each area. Teacher records are very important in plotting how well students are progressing towards achieving entry level skills.
Printing Component	
1. Upon completion eighty-five percent will be able to increase their ability tooperate basic printing equipment to a standard which will qualify them for entry level employment.	1. Documented evidence to support the attainment of this objective will be based on teacher's pre-post test appraisal of the student's ability to know, use, and maintain all machines in the shop. Ratings will consist of students ability to operate the machines at a level necessary for employment.

OBJECTIVES	TECHNIQUES
Printing Component (Cont'd.)	
2. Ninety percent upon completion will demonstrate, to the instructor, mastery of the four basic steps in printing: layout, composition, plate making, and production.	2. Evaluation of student's achievement will be based on reports, pre-post tests and ratings of participant's performance in the fundamentals and technical skills involved in layout, composition, plate making, and production.[3]

The great flexibility of Woodland Job Center is evident in the delaying of the implementation of the Building Maintenance, Printing, and Air Conditioning programs in favor of the Auto Parts, Automotive Mechanics, and Bowling Machine Maintenance and Repair programs. This illustrates the tremendous staff effort to keep the programs attuned to the job market.

The American economy is very dependent on the automobile, so it is no surprise that Woodland Job Center would offer programs designed to prepare persons for employment in this industry. The center is very fortunate to have a very fine auto mechanic shop and, as a result, the students should profit greatly.

The Auto Parts component is also a new addition to the center. With all the technological advancements and the increased number of parts, it was inevitable that the computer would become a vital part of the auto parts industry. To be employed as an auto parts person today requires more than the ability to check to see if a part is in or out of stock. Auto parts work requires the ability to understand complex cataloguing and cross-references, to read a computer printout and to order stock. These skills are taught in the Auto Parts Program.

Both the Auto Parts and Auto Mechanics programs are designed as one year programs with the main objective of preparing individuals to start work as apprentices or at entry level positions in various shops at the end of the training program.

The Bowling Lane Maintenance program is the newest component. The first class is currently receiving training and many of the trainees are already employed in local bowling establishments. There is a great demand for qualified persons in this area and this demand is what prompted the center to add a course in this area. The main objective of the course is to provide the trainee with the necessary skills that will enable him to begin work immediately upon the successful completion of the program. There is such a great demand for persons in this area that many of the trainees already have assured positions when their training is completed. The Woodland Job Center staff is very optimistic about the future of this component.

Outside of its adult programs, the Woodland Job Center operates two programs in conjunction with area high schools, East High and East Technical High Schools. Both of these programs are related to the building maintenance component. The Job Center is used by two classes of East High students mainly because of the lack of facilities at this school, though a new East High is under construction. The students are provided with transportation to and from the center and receive instruction from their regular teacher. At the Woodland Center they have their own work area and they use the space in the same manner as they would if they were at their own school. All of the students enrolled are eleventh and twelfth grade students. They have all taken related courses in the tenth grade and, as a result, are quite knowledgeable and work very hard while at the center.

The East Technical High School program differs from that of East High in that the students receive their instruction from the staff at the Woodland Center rather than their regular instructor. The instructor responsible for these students states that they are highly motivated, have very good attendance records, and are very hard workers. He also states that he would like to see more students like these coming into the building maintenance field.

The typical teacher's day is one where he arrives at eight a.m. in order to prepare for class at eight-thirty. The class begins promptly at eight-thirty with continuous instruction until eleven-thirty when there is a break for lunch. The class will reconvene at one o'clock with instruction continuing until the two-thirty dismissal. Between the morning and afternoon sessions it is not uncommon to see different students because many trainees have full time jobs while others have family obligations.

Since there are no breaks during classes the teachers are nearly always involved in instruction and the only time they have to relax is during lunch or the preparation period (two-thirty to three-thirty).

At the end of the day, teachers are often found remaining later to give additional help to interested students.

The Woodland Job Center programs are very dynamic and the activities on any given day may or may not be indicative of what can be expected to take place on a daily basis. Changes are always being made in order to meet the needs of the trainees in the most efficient manner. Realizing that the daily activities are subject to change, the following description of activities observed on various occasions, may give the reader a feel for the activities of the center.

In the machine shop area the class instruction was on the reading of micrometers. The class of seventeen was learning to read the micrometer. The teacher was very dynamic in his explanation of the principles and every student was attentive and seemed to be highly motivated. Each student was completing a work sheet which included problems designed to test their understanding of the principles. There was also a teacher assistant in the shop area who was conferring with each student and giving individual help while the instructor explained the principles.

In the drapery and sewing room the students were busy with patterns and worked on their individual machines. It was very quiet except for the sound of the machines. The instructor was at her desk giving some individual help to one of the trainees.

Three components, carpentry, electrical, and plumbing, share the same area and there is usually much activity in this area. On this particular day there were students working on a cutting apparatus while others studied theory from the text. The instructor was involved with one student on the machine while another looked on before trying his hand at the operation. In electricity there were six students wiring electrical fixtures. Each fixture was installed on a board about seven feet high. The students would wire, check and rewire the fixture if necessary. Meanwhile in the plumbing area, students were working on a model of a bathroom. They were in the process of installing a tub, sink, and toilet exactly as one would in a home.

Students in the Medical Assistant class were being instructed using an overhead projector. The class was very quiet as the instructor explained with the use of the transparency projector. Another important aspect of the medical program is that on certain days the students get an opportunity to work in area hospitals.

Students in the auto shop were found to be working unassisted on various automobiles in the shop area. A small group of students were repairing the brakes on a late model Ford while another group was working on the engine of a Chevrolet. The instructor was observing and gave assistance when necessary.

Students in the G.E.D. (General Education Diploma) room were working on those areas in which they were particularly weak. These students were checking out material which they would take home and return when finished. These students would remain in the G.E.D. program until such time as they were able to successfully complete the High School Equivalency Examination. The satisfactory completion of this examination would entitle them to a high school diploma.

In the basement the instructor and students were busy assembling the new A.M.F. pin setter that had arrived recently. They were near completion because they were in the process of checking the mechanical functions of the equipment. The instructor later explained that the students had done all the assembly without any assistance from him.

The clerical students were involved in office related activities. The classroom appeared to be the office of a large firm in which there were many secretaries involved in company related work.

FOOTNOTES

[1] "F-74 Proposal".

[2] Ibid.

[3] Ibid.

CHAPTER 4

STUDENT AND TEACHER INTERVIEWS

Student Reactions

The Woodland Center curriculum includes a carpentry program for area high school students. The majority of students being adults necessitated the development of a second instrument with which to gather information. The research team had already developed an instrument for the high school students; therefore, only an adult instrument was necessary.

Fifteen questionnaires (see appendix B) were distributed to East High students with a total of six returns, representing a forty percent feedback. The results of these are summarized in Table 1 on pages 30-31.

A closer examination of this data shows that (a) five of the six were more pleased with school as a result of this program, (b) all six planned to graduate from high school, (c) four have intentions of entering employment as apprentices, (d) five of the six participated in the planning of activities, and (e) five of the six would recommend the program to a friend.

These responses may not appear to be very meaningful when viewed in isolation but when consideration is made of the type of students involved, they become very meaningful. These programs generally attract those students that for one reason or other are disenchanted with school, and as a result, become discipline problems. Probably the main objective of this, and many other alternative programs is to bring about changes in

TABLE 1

StudentEvaluation of East High School Program

Questions	Responses		Percentages
1. Sex	Male	6	100%
	Female	0	00%
2. Age	Seventeen	3	50%
	Eighteen	3	50%
3. Grade	Eleventh	3	50%
	Twelfth	3	
4. Place of Birth	Cleveland	5	83%
	Other	1	17%
5. Living With	Parents	6	100%
	Other	0	00%
6. Would You Recommend Program to a Friend	Yes	5	83%
	No	1	17%
7. Total Time in the Program	2 Years	2	33%
	3 Years	4	67%
8. Learned of Program From	Counselor	6	100%
	Other	0	
9. Elected Program Because			
	Better Than Regular Program	1	16%
	Did Not Elect It But Do Like It	1	16%
	Did Not Elect It	1	16%
	Thought I Would Like It	2	32%
	No Response	1	16%
10. Do Students Have a Voice	Yes	5	83%
	No	1	17%
11. Activities I Partake In			
	Carpentry Related Activities	6	100%
	Other	0	00%

TABLE 1 (Cont'd.)

Questions	Responses		Percentages
12. Extra Curricular Activities	Yes	2	33%
	No	4	67%
13. I Have a Choice of Teachers	Yes	6	100%
	No	0	00%
14. My Program Was Planned By	Myself	3	50%
	Teacher	0	00%
	Both Myself and Teacher	3	50%
	Other	0	00%
15. Are Teachers Interested In Me	Some Are	3	50%
	Most Are	3	50%
16. I Am In This Program To Learn	Carpentry	4	66%
	Electricity	2	33%
	Combination	2	33%
17. School Is More Desirable Because Of This Program	Yes	5	83%
	No	1	17%
18. I Cut	Never	1	17%
	Sometime	4	66%
	Often	1	17%
19. Three Things Different About This Program	No Comment	6	100%
20. I Plan To Complete High School	Yes	6	100%
	No	0	00%
21. Post High School Pland	Get A Job	1	17%
	Attend College	1	17%
	Attend A Trade School	4	66%

attitudes. It is very likely that if this can be accomplished the program will be judged successful, despite the success or failure in the acquisition of the desired skills. On this basis, the East High School program can be deemed a successful one that should be continued and perhaps expanded to include many more of the needy students in Cleveland's inner-city.

One hundred adult trainees were asked to complete questionnaires (see Appendix C), consisting of the following items:

1. Do you like this program well enough to recommend it to a friend?
2. How long have you participated in this program?
3. How did you hear about this program?
4. Why did you select this program?
5. What three things do you like most about this program?
6. What three things do you like least about this program?
7. Other comments.

There were fifty returns (fifty percent) of the original one hundred questionnaires circulated. The results are summarized in Table 2 which may be found on page 33.

In response to question one, there were only six trainees, all in the Medical Assistants Program, who said they did not like the program well enough to recommend it to a friend. Four of these persons have been in the program for one year and the other two for three months each. Five of them were referred to the center by the WIN program and the other one heard about it on television. All six stated their desire to help others and their expectations of employment as the motivation for entering the program. Four of them made no response to question five,

TABLE 2

Adult Trainees' Evaluation of Program

Questions	Responses		Percentages
1. Do You Like This Program Well Enough To Recommend It To A Friend?	Yes	44	88%
	No	6	12%
2. How Long Have You Participated In This Program?			
	Less Than 3 months	21	42%
	From 3 - 6 months	18	36%
	More Than 6 months	11	22%
3. How Did You Hear About This Program?			
	Win Program	12	24%
	AIM Jobs	6	12%
	Friends	11	22%
	News Media	3	6%
	Educational Institutions	7	14%
	Other	9	18%
	No Response	2	4%
4. Why Did You Select This Program?			
	Could Not Afford College	1	2%
	Liked The Course	19	38%
	Get A Diploma	3	6%
	Train For Job	20	40%
	No Response	7	14%
5. What Three Things Do You Like Most About This Program	Curriculum	16	32%
	Instructor	15	30%
	Environment	11	22%
	No Comment	8	18%

TABLE 2 (Cont'd.)

Questions		Responses	Percentages
6. What Three Things Do You Like Least About This Program?			
	Insufficient Materials	12	24%
	Cafeteria, Food, No Smoking Rule	8	16%
	No Comment	19	38%
	Other	11	22%

(What Three Things Do You Like Most About This Program?) while two said that their teacher was very good. The greatest number of responses were in reply to question six (What Three Things Do You Like Least About This Program?). They explained that their disenchantment with the program resulted from not having enough equipment and insufficient on-the-job training in area hospitals. They also complained that there was a lack of organization and inadequate training to qualify for a job.

Of the persons that would recommend the program to a friend it was found that they had been with the program for an average of two and one-half to three and one-half months. These trainees came to the center from a variety of sources with references from friends and the WIN program being the most common.

In response to question four (Why Did You Select This Program?) the majority replied that they were excited working in the areas selected. References were also made to the fact that they needed a skill, job and income. On question five (What Three Things Do You Like Most About This Program?) a total of sixty-two percent expressed a like for either the instructor, curriculum, or some combination of the two. They expressed their appreciation of the instructors' genuine interest, understanding and willingness to explain as often as necessary. Many students also expressed their like of the individual instruction they have received. Many trainees feel that if it were not for the individual attention, they would not be able to learn and would drop out of the program. Second to being happy to have good teachers and programs, the students were most pleased with their own ability to learn new skills. The trainees greatly appreciate the opportunity to participate in one of the centers' programs.

The least liked aspects of the program (question six), as reported by twenty-four percent, were the poor cafeteria, no smoking regulations and unsanitary rest rooms. Several trainees expressed a desire to have additional teachers so that they might move at a faster pace. The over whelming majority (eighty-eight percent) are pleased enough with the programs and the center to recommend it to their friends, the significance of which is self evident.

When analyzing these data in search of meaningful implications, the main concern must be whether or not the program is meeting the needs of its enrollees. It must be recalled, that to be accepted at the center, a person must possess some combination of what most people would consider some questionable characteristics. This means accepting persons for training that represent much of what could be labeled examples of a failing society. The ability of the Woodland Job Center through its programs and staff to bring about changes in attitudes, give people new hopes, and a saleable skill with which to secure work, is one of the best illustrations of what can be done when effort is made. The fact that eighty-eight percent of the trainees think highly enough of the program to recommend it to a friend is evidence of the change in attitudes and the new hopes that are being nurtured at the Woodland Job Center.

Teacher Reactions

A teacher interview checklist (See Appendix D) was developed which includes, among others, questions pertaining to the teachers' background, training, and objectives. The following paragraphs will summarize the responses and reactions of the teachers interviewed.

Much credit must be given to the Cleveland Board of Education for the ability to seek out instructors that, in a short two year period, have become such a cohesive unit. As previously stated, everyone of these instructors is a master craftsman averaging between twelve and fifteen years experience. Without exception, the greatest motivation for their seeking employment at the center was their desire to help under-privileged inner-city persons acquire skills and employment. All of these instructors are very much in agreement with the philosophy and objectives as described in the program's proposal. They also feel that their methods of instruction and evaluation enhance the attainment of these objectives.

There is some uncertainty as to whether or not the objectives are being fully met. There are two explanations for this uncertainty: (1) being masters in their respective fields, these instructors feel that they may at times be expecting too much of their trainees, and (2) a master craftsman knows the importance of having proper materials and equipment and because there are often inadequate supplies, the instructors fear their students are missing important principles.

Teachers report that, since most of the trainees are adults, there are no problems of motivation or discipline and also no need to be concerned about parental involvement. The instructors are optimistic about the future of the programs. They realize that the programs are still in the infancy period but they sincerely believe that great strides have been made since the center's inception in 1968.

CHAPTER 5

SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT

Schools Evaluation

The administrators of the Woodland Center programs believe that analysis and evaluation must be a continuous process. They consider evaluation a vital factor if the programs are to remain dynamic and flexible. The staff personnel are currently collecting the final pieces of data to be included in the evaluation of the 1972-73 school year. These data, when compiled and summarized, should be available for review during the 1973-74 school year.

Included in the 1972-73 proposal was an evaluation of each of the programs operating during the 1971-72 school year. These programs included Building Maintenance, Electricity, Plumbing, Power Sewing, Clerical, and Medical Assistants.

The Building Maintenance class was given a rating of excellent in the area of progress. This rating was based on the students work attitude and performance on skills testing, where eighty-five percent efficiency was recorded. Further evidence of their progress was given by their ability to complete, with sixty percent efficiency, the following operations:

A. Lock installation.
B. Rafter layout.
C. Door hanging.
D. Erecting steps.
E. Glazing sash.

The electricity trainees were rated at the ninety percent level on testing skills, both performance and written. Trainees from this component had been employed by the Ford Motor Company and Saint Vincent Hospital in the electrical maintenance departments.

The plumbing evaluation was based on the students' ability to meet the demands of the Plumber's Code. These trainees had a good attendance record and eighty percent could perform, with very little supervision, the operations of cutting pipe, threading pipe, installing hot water tanks, installing toilets, installing face bowls, installing kitchen sinks, and reading transit and establishing levels.

In the clerical component the student attendance was rated as excellent and seventy-five percent could, with very little assistance, complete tasks involving timed writing, production typing, and dictation and transcription. During the school year eight clerical trainees had been employed in clerical positions or related clerical positions.

Through the power sewing component four persons had obtained employment. During the school year sixty percent of the students could, at the time of this evaluation, perform the following operations with limited supervision:

A. Math measurements.
B. Measurements of windows.
C. Figure the amount of fabric needed for a job.
D. Purchase fabric.
E. Blind, overlock, and lock stitch.
F. Double needle.
G. Threading techniques.
H. Lay out and cut patterns.

During the 1971-72 school year, the medical component had an average daily attendance of ten to twelve students. In this same period positions were filled at Highland View Hospital (one in the department of Physical Therapy), Saint Vincent Charity Hospital (one nursing assistant), Emmanuel Care Center (two nursing assistants), Cleveland Veterans Administration Hospital (one as Inhalation Therapy Technician and one as Hemodialysis Laboratory Technician). In addition to the positions filled there were (a) two dental technician openings pending completion of biology, (b) open positions for two medical assistants in the eye clinic and (c) two to be placed after basic medical assistant training.

The increase in the number of components included in this study is further evidence of the dynamic nature of the Woodland Center. The number of components in a years time has been increased from three to the present fourteen.

Problems

The Woodland Job Center programs are dedicated to changing the abilities and developing the self-concept of students. This is a very difficult task and problems are to be expected. After interviewing students and staff members it appears that the major problems with the program are administrative in nature. With all the components operating, there are undoubtedly going to be cases where there is a difference of opinion concerning the question of priorities, but most every staff member would agree that the biggest problem at the center is one of finance.

In the drapery and power sewing program, the instructor expressed a need for additional equipment because there are many days in which students must wait for long periods because there are no available machines. She also expressed the need for more modern equipment because some of the more contemporary techniques cannot be performed with the present equipment, even though new equipment was purchased in 1972.

At the beginning of the research the instructor in the medical program expressed a need for more space in which to work. At the time she was working in a relatively small room considering the number of students and the necessary equipment. Since that time the medical component has been moved to the third floor into a much larger room and the equipment and supplies are due to arrive.

The clerical skills program is being expanded with additional staff and equipment, though the teacher is somewhat concerned about a possible shortage of equipment. The teacher is also very much against the "open door" policy at the center because it makes it very difficult to maintain any type of program when new students are likely to be admitted at any time. She also says that the incoming student can be adversely affected by other students that are working at more advanced levels.

As stated in the curriculum section, there are also programs for high school students. It is interesting to note that the teacher in one of these programs complained about the same things as most public school teachers (parent involvement and discipline), in spite of the fact that one of the biggest advantages this program has is lack of discipline problems generally.

Several teachers expressed concern about student attendance. This is a problem that is dealt with by the administrative assistant and it is his responsibility to keep a record of the number of students attending classes. He does this in order for the veterans to receive their benefits and also to determine when it is possible to admit new students to the various components.

Students have expressed their feelings concerning attendance by saying that they have other obligations to meet and because they receive no pay for taking classes it is necessary for them to find employment. In many cases the employment that is found conflicts with classes and often the student is forced to drop out of the program.

Many of the problems cited are in the process of being solved. The medical program was moved to the third floor where there was ample space to meet the instructor's needs. The drapery teacher has received indications that new machines are being ordered and will arrive very shortly. Plans for a new addition to the building are being considered for an auto body repair program, and the diesel maintenance shop is being prepared for implementation.

Impact

Every researcher that has ever participated in a project, be it descriptive or experimental, has ultimately had to address himself to the question of what does all this mean. It is a sincere wish that at that time there will be the necessary evidence to make some definite conclusions that will validate his assumptions. Fortunately in a descriptive study like this there were no assumptions to be made. The only requirement was that observations be made objectively and reported in the same manner. Despite this relatively simple requirements, this study does not escape the question: What does all this mean?

When considering the implications of a program such as the Woodland Job Center, considerations can be given to (a) what outsiders know about the program, (b) what people involved say about the program, (c) what the future appears to be, (d) what are the people like that back the program, and (e) what are the possibilities of getting others to listen to new ideas and innovations. In the pages that follow, the impact of the Woodland Job Center will be judged in terms of the aforementioned.

Some indication of the awareness people have of the center is illustrated by the wide variety of sources that are responsible for referrals. Trainees learn of the center from the Veterans Administration, Bureau of Vocational Rehabilitation, Max S. Hayes Vocational School, County Welfare, WIN program, Social Workers, AIM jobs, Youth Opportunity Center, school counselors, employment offices, newspapers, radio, television, and friends. The center also has printed material (see Appendix E) which is distributed through the Cleveland Board of Education. It is evident from the differing referral sources that the center is recognized by many agencies as a worthwhile training center.

Much mention has been made of the Woodland staff in other parts of the research but it will not hurt to re-emphasize the positive feeling that these individuals have for the philosophy upon which the center is based. These instructors, administrators, and other staff persons are very dedicated to the objectives as set forth in the proposal of 1972-73. Above all, each and everyone of the staff members cannot be pleased more than be seeing one of the students leave the center with a skill and a new outlook on life.

Everyone involved in the Woodland Job Center anxiously awaits the future because they feel very optimistic about what it has to offer. Interviews have revealed many new things are planned to be added and implemented at the center. Students and teachers alike can be found discussing future anticipations. As stated, a great many of the problems described earlier are in the process of being solved. There are several new programs to be implemented and others are in the planning stages.

Since its inception in 1968, the Woodland Center has utilized the talents of businessmen, educators, and laymen alike in order to develop programs that would better meet the needs of disadvantaged persons. The advisory committee responsible for the program's operation consisted of persons affiliated with the Board of Catholic Education, Manpower and Human Resources of Cleveland, Emmanuel Baptist Church, AIM Jobs, Area Council Association, Spanish-American Committee, Cleveland State University, Foster Grant Parent Program, Antioch Credit Union, City Council, and Cleveland Public Schools.[1] In addition to this list of organizations which have an interest in the success of the center, there has been, since the beginning, companies that have continued to supply the center with much needed material and equipment, without which much vital instruction could not take place.

The final consideration concerns the possibilities of creating change and innovations. Probably one of the biggest additions to the Woodland Job Center will be the child care program, which is a component designed to train workers for day care schools in addition to serving mothers enrolled at the Woodland Job Center. It is hoped that this program would also serve to improve the attendance picture at the center.

In addition to this plan, attempts are being made to obtain a service contract with the General Service Administration.. If this plan is approved it will mean that the students in the auto mechanic shop will service and repair the automobiles for the General Service Administration. This in itself will be a great source of practical experience but the thing that has the greatest implications is that the students will receive wages for their work. This will reduce the need for outside work, absenteeism, and make the program more attractive to perspective trainees.

Summary

The question is often asked: Why do we need alternatives? As stated at the outset, educators and administrators now realize that no one program can meet the needs of all students. With this in mind, it should be apparent that the existence of alternatives is a necessity.

The Woodland Job Center is an example of what can be accomplished by any individual, regardless of his background, when he is given the feeling that someone cares and the opportunity to try. The trainees that come to the center bring with them no money, no skills, and no hope. These same persons leave the center with a saleable skill, an optimistic outlook toward the future and most importantly,a healthy self-image. This is tangible evidence of the worth of alternative programs in education.

---

[1] Based on results of questionnaires and agencies listed in "F-74 Proposal" (Cleveland Public Schools). (Mimeographed).

APPENDIX A **BEST COPY AVAILABLE**

MEMBERS OF THE FACULTY

[redacted], Staff Assistant
[illegible], Counselor
[illegible], Counselor
[illegible], Department Chairman
Trade & Industrial Programs

TEACHING STAFF

[illegible]	General Automotive and Basic Engine	Trade & Industrial
[illegible]	Automotive Chassis	Trade & Industrial
[illegible]	Automotive Electrical	Trade & Industrial
[illegible]	Automotive Transmission and Air-Conditioning	Trade & Industrial
[illegible]	Auto Parts	Trade & Industrial
[illegible]	Carpentry	Trade & Industrial
[illegible]	Clerical (Business & Office)	Vocational Education
[illegible]	Bowling Machine Mechanics & Maintenance	Trade & Industrial
[illegible]	Electrical	Trade & Industrial
[illegible]	Machine Shop	Trade & Industrial
[illegible]	Medical Assistant	Trade & Industrial
[illegible]	Medical Assistant	Trade & Industrial
[illegible]	Plumbing	Trade & Industrial
[illegible]	Power Sewing Drapery, Dressmaking & Tailoring	Home Economics
[illegible]	Remedial Math Career Related	Vocational Education
[illegible]	Remedial Math Career Related	Vocational Education
[illegible]	Pre-G.E.D.	Vocational Education

Librarian

[illegible]	Library, Resource Center	Vocational Education

Secretary

[illegible]

APPENDIX B

STUDENT QUESTIONNAIRE

1. Male____________ Female____________

2. Age________________

3. Grade______________

4. Were you born in Cleveland? Yes________ No__________
   If not, where?______________________________________

5. Do you live with your parents? Yes____________ No__________
   If not, with whom?____

6. Do you like this program well enough to recommend it to your friends?
   Yes_________________ No____________

7. How long have you participated in the program?_________________

8. How did you hear about this program?

   Guidance Counselor________________________
   Teachers in program_______________________
   Friends___________________________________
   Outside program___________________________
   Other (list)______________________________

9. Why did you elect this program?_________________________________
   ____
   ____

10. Do the students have a voice in determining program procedures?
    Yes____________________ No________________

11. Indicate in which extra curricular activities you participate.

12. In which activities within the program do you participate?
    1.
    2.
    3.
    4.
    5.

13. Do you have a choice of your teachers? Yes________ No________

14. Was your "course" schedule designed by
    A. You____
    B. Teacher____
    C. You and your teacher___________________________
    D. If none of the above please explain____________
    ____

15. Are your teachers interested in you?
    A. Most are____________________
    B. Some are____________________
    C. Few are____________________
    D. None are____________________

16. What are you interested in learning in the program?____________________

17. Will you be able to do this learning at this school?
    Yes______ No________ If not, why?____________________

18. Does this program make school more desirable for you?____________________

19. Do you ever cut? Never________Sometimes________Often________

20. Name 3 things that are different about this program than the program you attended before.
    1.
    2.
    3.

21. Do you plan on completing high school? Yes______ No______

22. What do you plan to do after high school?____________________

APPENDIX C

ADULT TRAINEES' QUESTIONNAIRE

1. Do you like this program well enough to recommend it to your friends?

   yes ______ no ______

2. How long have you participated in this program? ________________

   ____

3. How did you hear about this program? ________________

   ____

4. Why did you select this program? ________________

   ____

5. What three things do you like most about this program? ________

   (a) ____

   (b) ____

   (c) ____

6. What three things do you like least about this program?

   (a) ____

   (b) ____

   (c) ____

7. Other comments. ________________________________

   ____

   ____

APPENDIX D

TEACHER INTERVIEW OBSERVATION CHECK LIST

You may want to conduct the interview before the observation, or ask some questions before and others after viewing the classroom situation. You may want to know objectives before watching the teacher in action. The questions progress logically; but, you may not want to ask them in the order given.

1. INTERVIEW
   - A. When and how did you hear of the program?
   - B. Did you have any specialized training? Why did you decide to teach here?
   - C. What do you see as the objectives of your program?
   - D. What are your particular objectives in teaching in the program?
   - E. How do your own objectives reinforce the overall goals of the program as you see them?
   - F. What information or skills are you attempting to give the students?
   - G. What methods and materials do you use in Instruction?
     - 1. How do you motivate your students?
     - 2. How do you meet individual differences?
     - 3. What are some of the activities in which your students are involved?
   - H. Do you have methods of evaluation? If so:
     - 1. How do you evaluate your students?
     - 2. How do you evaluate yourself as a teacher?
   - I. Do you feel that you are accomplishing your objectives? Why or why not?
   - J. What do you feel are
     - 1. The major strengths of the program?
     - 2. The shortcomings of the program?
   - K. What do you see for the future of this program (concerning finance, and changes in things such as objectives, curriculum, methods).
   - L. How do you relate to the total school program and staff?
   - M. How do you communicate with parents?
   - N. How do you view the parent role?

II. OBSERVATION CHECK LIST
   - A. Teacher's name
   - B. Subject, class, or level taught
   - C. Student population in this particular program
     - 1. Number of students
     - 2. Ages or age range
     - 3. Any other identifying or qualifying characteristics
   - D. Your own view of teacher objectives

E. Instruction in this particular "lesson" or session
    1. Indication of teacher and lesson preparation
    2. Teacher methods
        a. of motivation
        b. for meeting individual differences
        c. class activities - group and independent efforts
    3. Materials (Note the supply and use of essential and supplementary materials)
    4. Evaluation techniques (if any are observed)

F. Classroom atmosphere
    1. Teacher - pupil rapport (general student behavior and discipline)
    2. Student interest and participation
    3. Teacher enthusiasm

BEST COPY AVAILABLE

APPENDIX E

CLEVELAND PUBLIC SCHOOLS

ADULT VOCATIONAL PROGRAMS

FULL-TIME OR PART TIME CLASSES IN:

- * CARPENTRY
- * ELECTRICITY
- * PLUMBING
- * AUTO PARTS
- DRAPERY & TAILORING
- MEDICAL ASSISTANTS
- BOWLING MACHINE MECHANIC & MAINTENANCE
- * MACHINE SHOP
- BUSINESS & OFFICE
- * AUTOMOTIVE MECHANICS

* (Veterans Approved)

LEARN A NEW SKILL!

UPGRADE YOUR PRESENT SKILL!

HELP US TO HELP YOU JOIN TODAYS JOB MARKET.

For Further Information Contact:

[illegible]

431-5850

ADULT VOCATIONAL PROGRAMS
CLEVELAND PUBLIC SCHOOLS
WOODLAND JOB CENTER
4966 Woodland Avenue
431-5850

[illegible]

Program Manager

APPENDIX F

"ADD SOME SPARK TO YOUR JOB"

SIGN UP NOW!

BEST COPY AVAILABLE

AUTO PARTS TRAINING PROGRAM

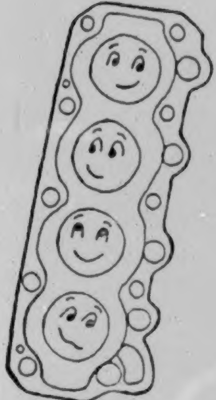
Prepares You To Work As:

- auto parts driver
- auto parts counterman
- assistant parts store manager
- parts department manager
- parts store owner
- field representative

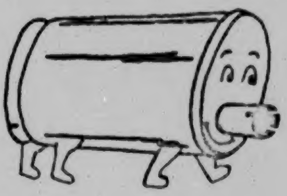
In Your Choice Of Businesses:

- AUTO DEALERSHIPS
- HEAVY DUTY TRUCKS
- AUTO PARTS STORES
- HIGH PERFORMANCE STORES
- WHOLESALE PARTS DEALERS
- DIESEL EQUIPMENT
- FLEETS
- RETAIL DISCOUNT

Early daytime classes permit other employment in late afternoons and evening.



IF ___

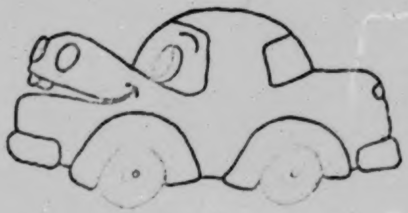


YOU have a sincere interest in a career

YOU are not presently enrolled in regular school

YOU are eligible for employment upon successful completion

CALL 431-5850



OR VISIT Woodland Job Center
4966 Woodland Avenu

Training Includes "On Location" Experience in Industry

Cleveland Public Schools—Cleveland, Ohio

ALTERNATIVE PROGRAMS IN GREATER CLEVELAND PUBLIC HIGH SCHOOLS:

A DESCRIPTIVE STUDY

SECTION VII

MAYFIELD CITY SCHOOLS - THE EARLY GRADUATION PROGRAM: A PROTOTYPE

by

Michael Zajdel

Presented to

THE MARTHA HOLDEN JENNINGS FOUNDATION

Project Director

Sally H. Wertheim, Ph. D.

Project Consultant

William P. Hoffman, Ed. D.

March 1974

TABLE OF CONTENTS

Page

LIST OF TABLES iii

CHAPTER

1. INTRODUCTION AND BACKGROUND 1
   History 3
   Philosophy 5
2. DATA 8
3. PROGRAM 12
   Procedures for Early Graduation 12
   A National Problem 17
   A Cleveland Solution 18
   Early Enrollment Program 18
4. STUDENT INTERVIEWS, CONCLUSIONS, AND IMPACT 20

APPENDICES 22

A. Schools and Colleges with Early Admission Programs . . 22
B. Student Questionnaire 23
C. Interviewing Agenda School Leaders or Administrators 25

LIST OF TABLES

Table Page

1. Data on Students Involved In Early Graduation Program 9

LIST OF DOCUMENTS

Document

1. Early Graduation Policy 14
2. Revision of Early Graduation Policy 15
3. Request for Early Graduation for Student A 16

CHAPTER 1

INTRODUCTION AND BACKGROUND

Early graduation is a relatively new movement developing in secondary schools today. Where there were very few students who graduated after three years of high school only four or five years ago, there are now formalized programs which plan for and facilitate early graduation. There are various and many reasons for this new situation. With college lasting for at least four years and with the possibility of still added years of graduate school, students want to get ahead faster. Some students are bored and tired of high school, and they want to break from the academic routine or want to earn money. Many students are emotionally, physically, and intellectually ready to leave high school. Many of these students just do not feel that they are fit to continue in the high school situation anymore. Many students are therefore doubling up on courses, going to summer school, and obtaining their diplomas before grade 12.

The program being described here is only one of several which are available in greater Cleveland High Schools. This program is being described as a prototype of all the programs. Other programs are also listed in Appendix

Maryland's Board of Education has voted to allow students to waive the requirement that they spend four years in grades 9-12 to acquire a diploma.[1] Nationwide, there is now a new trend developing, but no firm statistics on early graduation exist. There is a philosophy, that performace, rather than time spent, is the best criteria for judging achievement and that a fixed program is not necessarily the best for everyone. Students are less apt to accept boredom in their senior year and are seeking early graduation. Colleges and universities are adopting early admissions policies which encourage promising juniors and even sophomores to come to college early. There is no fee attached to an early graduation program for high school students.

The purpose of this study is to describe the history and the operations of an early graduation in a public high school from Cuyahoga County. Mayfield High School was chosen from a number of other high schools in Cuyahoga County which offers formal and informal early graduation programs. The study will attempt to answer the following questions:

1. What does Mayfield High School offer its students in the form of an alternative program for early graduation?
2. How did the early graduation program evolve at Mayfield?
3. Why was a formal early graduation program adopted at Mayfield High School?
4. What are the processes and procedures involved with the early graduation program at Mayfield?
5. What is the philosophy of Mayfield High School with respect to this new program?

Before studying the program at Mayfield High School, some of the little available literature on early graduation was reviewed. The most pertinent source of information found was a report on The Conference on Early Graduation[2] which is very helpful in furthering an understanding of these programs. This study was conducted from October 21 to December 15 of 1973. Interviews were conducted with Mr. John

Sammon, Director of Admissions at John Carroll University, Mr. Harold Freas, Assistant Principal at Mayfield High School, Head of Early Graduation Program, and Mr. Joseph Chilbert and Ms. Anna Carris, Counselors at Mayfield High School.

Time was also spent collecting and discussing data on the students at Mayfield High School, who are presently enrolled in the formal early graduation program, and those who have already left Mayfield before the formal program was instituted. Data about other High Schools in Cuyahoga County offering formal or informal early graduation programs was collected as well as data on colleges in Cuyahoga County who offer formal and informal early admissions programs.

Included in the study is a history of Mayfield early graduation programs as it evolved through its early states. The philosophy of Mayfield's early graduation program gives an overview of how counselors and administrators feel about this program. Also, a description of the early graduation is discussed. An example of an early admissions college program is also included with a list of other colleges and universities in Cuyahoga County which offer similar programs.

History

As has been the case in many high schools across the nation, student pressure for early graduation made itself felt very strongly at Mayfield High School. Real impetus was given to the formulation of a formalized program by a number of students during the 1971-72 and 1972-73 school years. Before the 1973-74 school year, no student had been allowed to graduate with a diploma ahead of the schedule. Some students were allowed to leave school after 3-3½ years (usually January of senior year), but were required to return in the spring to receive their diplomas. Mr. Harold Freas,[3] the administrator at Mayfield High in charge of this program, related that there existed a loophole in the State Board of Education's requirements which allowed the school to give students an early leave of absence. State Board regulations from 1967 revision contain no four year requirement for attendance in a four year High School.[4] Legally there was no stopping these students from leaving school early.

Thus, the loophole in the regulations allowed Mayfield to grant certain students an early leave of absence if they had fulfilled their credit requirements, and showed good reason for leaving. They also needed their parent's approval. Mr. Freas stated that all the applicants leaving early gave additional, acceptable reasons for their early departure, besides having earned enough credits to leave high school. However, still no diploma was given prior to the formal graduation. Both students and parents were becoming increasingly aware of their legal right to ignore the heretofore sacrosanct four year period of high school, when the educational requirements had been fulfilled in less time than this period. Finally, backed by his parents, a student requested to leave school early on the grounds that he had fulfilled the requirements educationally of both the school and the state. This request was granted. This set somewhat of a precedent at Mayfield High School and the administration felt that the formulation of a formal program was a good possibility.

Under the mounting pressure of more and more students asking for the chance to get their diplomas early, Mr. Freas attended a conference in May of 1972 on early graduation.[5] Many other schools in Ohio had been facing the same situation as Mayfield High and Mr. Freas found the reports and ideas at this conference very useful. Knowing that this area was quite new to him, Mr. Freas felt that gathering some more information would give him a better idea as to what kind of formalized program he would adopt.

Philosophy

The basic philosophy explained by Mr. Freas[6] and the counselors at Mayfield High is that four years of high school is an integral part of growing up. The atmosphere should be atuned to this period of sensitive growth and development. Mr. Freas and his colleagues believe that students need four years and that this is why the present program calls for close investigation of early graduation requests by everyone involved. There is a definite reluctance on the part of the Mayfield staff to have students leave in three years. The program is not advertised. Students must seek out information about early graduation themselves. In discussing this reluctance to promote the program with the counselors, there was an overriding feeling that their counselees were pushing themselves out of the high school experience too early. Mr. Chillbert,[7] one of the counselors, explained that many of the students contemplating early graduation are apt to remain after discussing the situation. Mr. Chilbert feels that this is a most serious step in a student's life and he tries to make sure the student understands himself and is sure of himself and his goals.

Surprisingly, Mr. Freas has had few reservations about the students who have been given a full clearance. He explained that all students who have left early before and after the formal program was instituted have been well above average in intelligence, very mature for their age and highly motivated to either begin college early, work, or begin other activities. Both Mr. Freas and the principal, Mr. Schmidt, agree that the main objective of the program is to allow for the exceptionally motivated student. When it is felt that keeping the student in high school would only be retarding their development, the student is allowed to leave early.

Mr. Freas pointed out that all students who have applied for early graduation after receiving approval by his or her counselor are accepted. No applicant has been rejected as yet, however, this does not mean that the requirements for early graduation are lax or nondiscriminatory. All serious applicants have also been extremely mature students who it was felt would benefit from the program.

FOOTNOTES

[1] This information was taken from a Document, "Early Graduation in the U.S., March, 1973, supplied by Mr. Harold Freas.

[2] Report on Conference on Early Graduation, "Educational Research Council of America, May 22, 1973.

[3] Interview with Mr. Harold Freas, Assistant Principal of Mayfield High School, November 7, 1973.

[4] State Board Regulations, 1967 Revision, contain no four year requirement of attendance at a 4 year high school.

[5] Report on Conference of Early Graduation.

[6] Interview with Mr. Freas, November 7, 1973.

[7] Interview with Mr. Joseph Chilbert, Counselor at Mayfield High School, November 9, 1973.

CHAPTER 2

DATA

There are presently two students enrolled in the formal early graduation program. Before the formal graduation program was adopted, seven students had left Mayfield High before their class had graduated. As has been stated the students of Mayfield High who have, or are going to graduate early generally test well above average in intelligence. Usually they are quite mature for their age and may even feel out of place in high school; moreover, some of these students relate to adults and associate with them much more easily. Going to college early was only one of several reasons these students chose early graduation, although this was the reason given most often. One student wished to marry as soon as possible, while another wanted to get out of a rough home situation and live on her own. Still another student simply felt school was a waste of time and wanted to begin making money as a clerk-stenographer.

All of these students are highly motivated to get out of high school early. Many of these people are quite extraordinary and are quite gifted intellectually. A majority of their parents are middle to upper middle class. The college-bound students generally have parents who are highly motivated to get their children into college as soon as possible. The parents of most, if not all of these students, constitute a big factor in their decision to leave high school early. Parental

TABLE 1

DATA ON STUDENTS INVOLVED IN EARLY GRADUATION PROGRAM[2]

Enrollees in formal program (beginning 1973-74 school year):

Student	Data	Reason for leaving
A	High emotional maturity, high intellectual level	To attend college early and to begin working
B	Currently in Voc. Clerk Steno, has three years of honors French and English, 3.977 average	To work, feels she is wasting her time in high school

Students permitted to leave Mayfield High early before the formal program was instituted:

Student	Data	Reason for leaving
C	4 point average, Honors French and science, parents have degrees	To attend college (pre-med)
D	3.74 average, Honors English and French	Financial need - to attend nursing school later
E	3.35 average	Marriage, moved to Florida
F	4.023 average, quite creative, individualistic,young man is quite mature and knows where he's going and how to get there	To work one year before college
G	3.36 average	Moved - had credits - preferred to have diploma from Mayfield High, college-bound

TABLE 1 (Cont'd.)

DATA ON STUDENTS INVOLVED IN EARLY GRADUATION PROGRAM[2]

Students permitted to leave Mayfield High early before the formal program was instituted:

Student	Data	Reason for leaving
H	Average below 3 pt. now set by policy - had credits	To work and marry
I	4.07 average, Honors courses, extremely mature-feels responsible for younger children since mother died two years ago, and therefore attends school in the area, very involved young lady. Wants to correct societal evils through communications techniques. Human relations orientated. Grandparents died in the gas chambers. This has greatly affected the course of her life.	To attend college - CWRU

pressure, whether it be negative or positive, too much or too little, is a key factor in early graduation. The counselors were not in favor of some of the students graduating early. Although they may have had their credits and were on a high intellectual level, Mr. Chilbert felt that a couple of these students were making the wrong decision. Because of a lack of emotional and social maturity some of these students were simply not ready to leave the high school environment in Mr. Chilbert's opinion.[1] It is noted that only one male has been involved in early graduation at Mayfield High. No previous follow-up study has been done on the students who have left Mayfield High early.

---

[1] Interview with Mr. Chilbert, November 13, 1973.

[2] Data on students obtained from Ms. Anna Garris, Counselor at Mayfield High School, November 13, 1973.

CHAPTER 3

PROGRAM

PROCEDURES FOR EARLY GRADUATION

The procedure at Mayfield High through 1972-73 school year, before the formal early graduation program was adopted was:[1]

1. With written permission from parents, the student submits a tentative schedule and an explanation for wanting to leave early to the counselor. Both student and counselor discuss the situation very seriously.

2. If a plan for early leave of absence is judged feasable, and the student is judged ready by the counselor, then there is a conference with Mr. Freas and a guidance counselor which may or may not include the student.

3. The counselor submits a recommendation to Mr. Schmidt (principal of Mayfield High).

4. Mr. Schmidt, parents, student, and sometimes Mr. Freas come together for what is usually a final meeting. There may also be a counselor present at this meeting.

5. The student's schedule is formalized with his counselor so that educational requirements will be fulfilled. This is usually done before the schedule is submitted to Mr. Freas.

Usually the real decision for leaving high school early is made when the student and the counselor discuss the situation and the possibilities of early graduation. The student realizes with his counselor, that this is what she or he really wants and she or he is ready to leave high school. The above procedure is the exact procedure the formal program now follows. The formal program was adopted this school year, 1973-74.

Mr. Freas, in interviews, expressed a definite zeal for helping the students of Mayfield High. He believes that the school is here to serve the student. He feels, as do the counselors at Mayfield High, the importance of attending to student's individual needs. He expresses a real concern for students who wish to leave high school early. Although he feels obligated never to hold a student back if he or she qualified and wished to leave high school early, Mr. Freas, as his counselors, is apprehensive about high school teenagers facing a world outside too soon.

The following two pages include a copy of the early graduation policy at Mayfield before the formal program was instituted and a copy of the formalized policy for the 1973-74 school year respectively. Certain changes came about in the policy as the program evolved through 1972 into 1973. The cumulative grade point average to be attained was lowered, and written approval by the parents was written into the formal program. Written approval by parents was always part of the policy, but it was not formalized prior to 1973-74. A final point was added to the formal policy which gave Mayfield High leeway in judging a student capable of graduating early. Thus students who may not have attained the required grade point average but who were judged to be capable of early graduation might be allowed to leave.

Document 3 is an example of a counselor's recommendation to the assistant principal at Mayfield High that a student be given permission to graduate early. The counselor's negative feelings about students graduating early and accelerated programs in high schools are evident in this recommendation.

DOCUMENT 1

November 2, 1972

TO: E. M. Schmidt
FROM: H. Freas
RE: Early graduation policy

Any Mayfield student who excells in school may make application through his counselor for graduation in less than the normal four years of senior high school.

The high school principal will recommend students for early graduation based on a conference with the student, his parents, and his counselor. In addition, the following standards shall apply:

1. The student's plan for acceleration must be submitted and approved by June 1, of the second year of high school.
2. The student shall have attained a cumulative grade point average of 3.4 by the end of the first semester of his sophomore year and must maintain a 3.2 average to remain in the early graduation program.
3. The student who wishes to graduate early shall submit a proposal to meet State and Board of Education requirements to his Guidance Counselor. Following approval by the Counselor, a conference will be held involving the principal, the student, counselor and his parents. The final decision regarding early graduation shall be made by the principal.

Should the student for any reason withdraw from the early graduation program, he will be required to complete his senior year and meet all minimum requirements for credits carried and attendance during both semesters.

DOCUMENT 2

May 18, 1973

To: E. M. Schmidt

From: H. Freas

RE: Early Graduation

The following is a revision of the early graduation policy in line with our discussion and agreements with Drs. Stabile and Overfield on May 17, 1973.

Any Mayfield student who excells in school may make application through his counselor for graduation in less than the normal four years of senior high school.

The high school principal will recommend students for early graduation based on a conference with the student, his parents, and his counselor. In addition, the following standards shall apply:

1. The student's plan for acceleration must be submitted andapproved by June 1 of the second year of high school.
2. The student shall have attained a cumulative grade point average of 3.0 by the end of the first semester of the sophomore year and should maintain this average to remain inthe early graduation program
3. The student who wishes to graduate early shall submit a proposal to meet State and Board of Education requirements to his Guidance Counselor. Following tentative approval by the counselor a conference will be held which will include the student and his parents, the counselor, and the high school principal. Written approval from the parents endorsing the acceleration plan leading to graduation is required.
4. Applications not meeting the requirements outlined above may be considered on the basis of individual merit and proximity to the criteria.

Should the student for any reason withdraw from the early graduation program, he will be required to complete his senior year and meet all minimum requirements for credits carried and attendance during both semesters.

DOCUMENT 3

June 22, 1973

To: Mr. Hal Freas
From: Mr. J. Chilbert
Subject: Early Graduation for Student A

Student A has requested to be allowed to graduate in June 1974, one year early. The only adjustment necessary will be completion of American History in Summer School, 1973. She is presently enrolled in this course.

The rationale is based on lack of interest in extra-class activities and a growing anxiety to begin college work. The parents fear that unless she accelerates her program, she may drop out of school, or, more likely, her waning interest will cause her to reject college.

Although I normally would not recommend an accelerated program in high school, in this specific case I must echo the parents fears and agree that this would be a positive influence in Student A's life.

Student A's Mother will get in touch with you by phone to arrange an appointment for further discussion.

One Example of an Early Admission College Program

There are a number of colleges and universities in Cuyahoga County which offer an early admissions program. A list of these can be found in Appendix A. John Carroll UNiversity offers an early admissions program which is a good prototype of similar programs at other schools. The following description of John Carroll's early admissions program summarizes the program.[2]

John Carroll University and other universities have begun a comprehensive program of early admission for high school students who have completed Junior year. Theprogram will accept both transient students who may take one or two courses per semester for full credit, and full-time freshmen who will skip the Senior year to enroll in college.

The purpose is two fold: 1) to accelerate the educational progress of qualified students, and 2) to make education a more enriching and satisfying experience by offering courses at the proper level of the students' potential.[3]

All courses under both programs will be taken on the campus of the University and will earn credit which will satisfy college degree requirements at John Carroll University or any other University to which credit is fully transferable to other accredited institutions.

A National Problem

This program is a response to the growing feeling, articulated in a recent Carnegie Commission report, that the Senior year in high school and the Freshman year in college may subject better qualified students to unnecessary duplication and frustrating delay, especially those who have professional or vocational goals.

A Cleveland Solution

John Carroll University's early admission programs offer the following advantages:

1. Qualified students can shorten by as much as a year the time it takes to receive a college degree.
2. John Carroll is easily accessible and allows the continuation of a wholesome home-school environment.
3. John Carroll is not overwhelmingly large, but big enough that younger students won't be conspicuous.

Early Enrollment Program

Those students who have completed their Junior year of high school studies and rank in the upper 25% of their class are eligible to apply for admission to the University as full-time degree-seeking students. Students desiring to enroll in this program must submit the following:

1. Regular undergraduateapplication and a $15 application fee.
2. High School Transcript.
3. Letter of recommendation from each of the following:
    a. High School Principal
    b. Guidance Counselor
    c. One high school teacher
4. Results of the Scholastic Aptitude Test (SAT) or the American College Test (ACT)

Students who apply for this program must be interviewed by an Admissions Officer of the University.

The decision of the Committee on Admissions as to eligibility for enrollment shall be considered final.

---

[1] Procedure was explained by Mr. Joseph Chilbert, Interview of November 13, 1973.

[2] Interview with Mr. John Sammon, Director of Admissions, John Carroll University, November 8, 1973.

[3] Adapted from a brochure on early admission programs at John Carroll University.

CHAPTER 4

STUDENT INTERVIEWS, CONCLUSIONS, AND IMPACT OF THE PROGRAM

Seven students who had left Mayfield High School before the early graduation program was formalized were sent questionnaires by Mr. Joseph Chilbert, a counselor at Mayfield. A copy is included in the study. After two weeks, no questionnaires were returned and Mr. Chilbert tried to contact some of these former students. He was unable to contact some and still no questionnaires were returned.

The difficulty in getting a response from these former students might have been due to their moving out of state or to another address or to lack of interest in responding. Mr. Chilbert was unable to explain why there was no response. He was especially interested in finding out whether these students felt as though they had made the right choice in graduating early. Because of this no data is included in the study based on student interviews.

The early graduation program at Mayfield High School provides highly motivated students with an opportunity to finish their course work in less than four years, and consequently they can receive their high school diploma a year or more before their scheduled graduation date. This program evolved from an informal to a formal one over a period of three years, 1971-1973. Requests by both students and their parents to graduate early grew in number each year. This growing pressure gave impetus to the consideration of a formal early graduation program at Mayfield High School. Mr. Freas, the Assistant Principal, studied the situation and the feasibility of a formal program.

It was found that most students petitioning for early graduation were emotionally, intellectually, and socially quite mature enough to leave high school early, and also possessed very acceptable reasons for wanting to leave early. Wanting to work, wanting to get a head start in college and wanting to be married were a few of the reasons offered. Thus, a formal early graduation program was adopted for the 1973-1974 school year. There are two students enrolled. This followed an informal program whereby seven students had been allowed to leave high school early and to receive diplomas the day of their class graduation. The formal procedure calls for serious discussion among counselor, student, parents, and principal about the feasibility of early graduation. Usually at the end of the sophomore year, or beginning of the junior year, after early graduation has been decided upon, a course schedule is set up so that the student can finish his high school course work early.

There exists an overriding feeling among the counselors and administrators at Mayfield High School that students should remain in high school all four years. It is felt that expecting an adolescent of 15 or 16 years to face the great responsibility of adulthood outside the school is probably expecting too much too soon. The basic purpose of the program is to allow for the continuing development of the exceptionally mature and highly motivated student. However, this program is not publicized and it is hoped by the administration at Mayfield High School that even the exceptional student will stay in high school for the full four years. Nonetheless the program was designed to provide an alternative for the small number of students for whom it was felt early graduation could meet their specific needs and provide them with a successful experience.

APPENDIX A

Schools and Colleges with Early Admission Programs

A. High Schools in Cuyahoga County surveyed and found to have formal or informal early graduation programs.

1. Bay Village City School
2. Beachwood High School
3. Beaumont High School
4. Channel High School
5. Eastlake North High School
6. Fairview Park City School
7. Lake Catholic High School
8. North Olmstead City School
9. Normandy High School
10. Shaker Heights High School

B. Colleges and Universities in Cuyahoga County surveyed and found to offer early admissions programs.

1. Baldwin Wallace College
2. Boromeo Seminary
3. Case Western Reserve University
4. Cleveland State University
5. Dyke College
6. John Carroll University
7. Notre Dame College
8. St. John's College
9. Ursuline College

APPENDIX B

STUDENT QUESTIONNAIRE

*Use reverse side if you need more room for your answers.

1. Male__________ Female__________

2. Age__________

3. Grade__________

4. Were you born in Cleveland? Yes________ No__________
If not, where?______________________________

5. Do you live with your parents? Yes__________ No__________
If not, with whom?______________________________

6. Do you like this program well enough to recommend it to your friends?
Yes______________ No__________

7. How long have you participated in the program?__________________

8. How did you hear about this program?

Guidance Counselor__________________
Teachers in program__________________
Friends__________________
Outside program__________________
Other (list)__________________

9. Why did you elect this program?______________________________
____
____

10. Do the students have a voice in determining program procedures?
Yes______________ No______________

11. Indicate in which extra curricular activities you participate.

12. In which activities within the program do you participate?
1.
2.
3.
4.
5.

13. Do you have a choice of your teachers? Yes________ No________

14. Was your "course" schedule designed by
A. You______________________________
B. Teacher______________________________
C. You and your teacher______________________________
D. If none of the above please explain__________________
____

*Use reverse side if you need more room for your answers.

15. Are your teachers interested in you?
    A. Most are______________________________
    B. Some are______________________________
    C. Few are_______________________________
    D. None are______________________________

16. What are you interested in learning in the program?____________________
____
____

17. Will you be able to do this learning at this school?
    Yes______ No________ If not, why?______________________________
____
____

18. Does this program make school more desirable for you?__________________
____
____

19. Do you ever cut? Never________Sometimes________Often_________

20. Name 3 things that are different about this program than the program you attended before.
    1.
    2.
    3.

21. Do you plan on completing high school? Yes______ No______

22. What do you plan to do after high school?__________________________
____
____
____

23. Are you able to do the learning and get the experience you want, now that you have graduated early?____
____.

24. Do you believe you were treated fairly by counselors, teachers, and others involved when you decided to graduate early? Did they cooperate with you? Were they understanding?____
____.

25. If you have graduated from high school early, did you end up doing what you wanted to do? Do you feel you made the right decision in leaving early?
____
____

Use reverse side if you need more room for your answers.

APPENDIX C

INTERVIEWING AGENDA
SCHOOL LEADERS OR ADMINISTRATORS

Keep in mind that you may have to approach your interviewee more than once in order to clarify the answers you were given in the initial interview, or details that could not be obtained through records you will investigate. Refer to your check list for details you may want to include in follow up interviews.

1. What are your objectives at this program?
   a. Why was it established?
   b. What did the founders hope to achieve?
   c. Have the objectives changed since the founding of the program?
   d. Are there any written statements of the objectives?, Where are they located? May we have access to them?
   e. Does this program lead to a high school diploma?

2. Who started this program?
   a. Are there any records on the founding of the program? Where are they located? May we have access to them?
   b. What other background information can you give me on the founding of the program that might be in the records?

3. What kinds of students does the program serve?
   a. range of ages?
   b. types of home backgrounds?
   c. personality types?
   d. other identifying characteristics of student population?
   e. how are students recruited?

4. How is entry and exit from the program handled?
   a. How are students recruited?
   b. What are the criteria for admission?
   c. How many students have been denied admission and why?
   d. Is there a limitation on enrollment?
   e. When and how may students leave the program?

5. How is your program organized?
   a. What is the distribution of authority?
      Who has administration responsibilities for the program?
      1. Is there an administration?
      2. Do you have any type of diagram showing staff and administrative organization? What is the organization?

6. What are the channels the student must follow for graduating early?

7. How is your program organized?

a. What is the distribution of authority?
   Who has administration responsibilities for the program?

8. Are objectives of the program being met?
   a. do you keep student records?
   b. do you hold periodic meetings?
   c. do you follow up studies on students who have left?
   d. if there are any written records or evaluation forms, may we see them?

9. How and why do you feel that your program has been successful in educating the students it serves?

10. What are the shortcomings and deficiencies of the program in your opinion?

11. What do you see for the future of your program? Will there be changes in:
    a. objectives?
    b. organization?
    c. curriculum?
    d. location?
    e. teachers or student population?
    f. methods or policies?

* You may want to ask whether any changes have occurred since the founding of the program.

ALTERNATIVE PROGRAMS IN GREATER CLEVELAND PUBLIC HIGH SCHOOLS:

A DESCRIPTIVE STUDY

SECTION VIII

PARMA CITY SCHOOLS: EDUCATION THROUGH INQUIRY PROGRAM

by

Elaine Kazak

Presented to

THE MARTHA HOLDEN JENNINGS FOUNDATION

Project Director

Sally H. Wertheim, Ph. D.

Project Consultant

William P. Hoffman, Ed. D.

March 1974

TABLE OF CONTENTS

Page

LIST OF TABLES iv

LIST OF APPENDICES v

CHAPTER

1. INTRODUCTION AND BACKGROUND 1

   Background 3

   Philosophy 6

2. DATA 16

   Location, Physical Plant, Facilities 16

   Financial Data 18

   Enrollment Data 20

   Student Records 22

   Staff and Previous Experience 23

3. PROGRAM 26

   Curriculum and Methods 26

   Observations of ETI Classes 29

   Time Allotments of ETI Programs 33

   Student Evaluation 33

   Job Placement for ETI Students, Teachers' Schedules, Student Schedules 35

4. STUDENT AND TEACHER INTERVIEWS 38

   Student Questionnaire Summarized 39

   Teachers' Schedules 44

Page

CHAPTER

5. SCHOOL'S EVALUATION, PROBLEMS NOTED, IMPACT 50

School Evaluation 50

Problems Noted Within the Program 53

Impact 63

Future Plans 65

APPENDICES 70

LIST OF TABLES

Table | Page
1. ETI Program Costs for the Year 1972, January through December 18
2. Long Range Cost Estimates for ETI Program 19
3. ETI Student Schedules 36
4. Student Questionnaire Summarized 39
5. Schedules of ETI Teachers 48

LIST OF APPENDICES

Appendix Page

A. ETI Sequential Development of Units 70

B. "A Raisin In The Sun" 71

C. Suggested Mini Tour Resources - List of Industries and Manufacturers in Parma, Ohio 72

D. Student Schedule 75

E. Pass-Fail Program 76

F. ETI Job Placement Bureau 78

G. Course Descriptions 86

H. Clubs 89

I. Goals, Objectives, Effectiveness Measures, Predicted Effectiveness 97

CHAPTER 1

INTRODUCTION

Parma City Schools have an alternative program, Education Through Inquiry (ETI), which functions in five senior high schools and three junior high schools. This program was designed for the unmotivated potential dropout student who may not be succeeding in the traditional English and/or social studies program. A student in this program attends traditional classes for part of the school day and ETI for one and a half to two hours the rest of the day. The schools where the ETI program was functioning were visited a total of sixteen times throughout the months of November and December, 1973 in order to obtain data and information regarding the alternative program, Education Through Inquiry (ETI), which is offered throughout grades 9 through 12. Nineteen persons, mostly staff members, teaching within the program were interviewed. The writer also interviewed a counselor, and the program director.

The persons interviewed were Mr. Leonard Lang, Coordinator of Secondary Social Studies; Mr. Ray H. Needham, Administrative Assistant, Guidance; Mr. Chuck Spinner and Mr. Neil Chessey, original developers and the first teachers to pilot ETI. The classroom teachers who participated in the interviews were:

David Knapp, Greenbriar Junior High
Jack Roberts, Greenbriar Junior High
David Durell, Pleasant Valley Junior High

Coleen Ronan, Pleasant Valley Junior High
Betty Werkus, Schaaf Junior High
Kathy Picozza, Hillside Junior High
Ron Skelly, Shiloh Junior High
Ellen Molnar, Shiloh Junior High
Chuck Spinner, Normandy Senior High
Sue Zallar, Valley Forge Senior High
Jim Behrens, Valley Forge Senior High
Jan Isom, Valley Forge Senior High
Mary Alcox, Parma Senior High
Gerald Dolcini, Parma Senior High
Richard Zasa, Parma Senior High

The major focus of the research was on Parma Senior High School which was visited nine of the sixteen days, while the other schools were visited once. Because there are so many different buildings where ETI is held, one school was selected to serve as being representative of the other seven. The director of the program, Mr. Lang, felt that the programs in all the schools were very similar so that the program in one school could be described as a model for the other. Parma Senior High was the one chosen.

Since this is a descriptive study of one alternative program no attempt will be made to evaluate any part of the program. Only information will be reported pertaining to the workings of the program. This information will include a description of the original program and any changes which occurred from its beginning in 1969 until the present time. The program's history will lead to the formation of a philosophy where the goals and objectives of ETI may be found. The second chapter will include a list of the places where this alternative program is implemented together with a summary of the physical plant including the program's facilities. The financial information is included in two tables, one for the year 1972 and the other of projected costs. The enrollment figure of approximately 800 students will be broken down into buildings and representative classes. In Chapter 3, the program's curriculum will be summarized from the syllabi obtained and from the selected observations. A separate chapter will include the results of student questionnaires, teacher interviews and written data from the school system on teacher's reactions to the program. The final chapter will describe the system's several day evaluation study done in May, 1971 and a conference identifying concerns held in May, 1972. The evaluation entailed an extensive listing of problems noted by parents, students, ETI teachers, non-ETI teachers, administrators, counselors, coordinators and directors, all of which will be brought out in this report.

Background and Influencing Factors

History

ETI began, according to teacher, Chuck Spinner, one day when Mr. Lang and Mr. Dunford, Social Studies and English Directors, approached him and Neil Chessney who taught in the same building during the 1969-70 school year. It was the idea of Mr. Lang and Mr. Dunford to have these two teachers build a curriculum designed for students who may well become potential dropouts. The program began very rapidly and much of the planning occurred as the program was in progress.

At a conference in February, 1970, the profile of the student to be served and goals for the alternative program were developed. Gene Kleindienst, Project Director ETI, Dorothy Ratz, Assistant Director, and

Mario R. Piastrelli, Project Director Programs-Youth With Special Needs, described the ETI student in their conference report as one who:

> has in the past found his vocational courses to be very relevant to his future. Auto mechanics, welding, printing, or vocational electronics were courses which had direct meaning to him in terms of job placement and job success. These real life classes prepared him as a productive citizen in a competitive and specialized society, while doing away with the superficial amenities of playing school. This same student has not, however, discovered a similar relevancy in his English and social studies classes. There seems to be no reason to read to novel when he can see the movie. He finds it unnecessary to learn grammar and spelling to enable him to write a friendly letter when the telephone is on the nighstand. Likewise, the names and dates of history seem impertinent in this day of moon landings and airline hijackings.
>
> The A - B student in a pre-vocational class may be the flunky in English. The guy helping his father at the auto body shop by working on cars and handling the purchasing of parts fails his economics class and his test on writing business letters. Consequently, the potential graduate becomes the dropout.[1]

With this student profile in mind and with goals established, as enumerated on page 8 of this report, pilot courses were begun in March, 1970, on a team teaching basis. One English and one social studies teacher at each high school began piloting ETI by combining their creative skills with direct classroom activities.[2]

Several weeks later another meeting was held in which a curricula expert from Baldwin Wallace College outlined the core curriculum approach. English and social studies were then accepted as a reasonable curriculum on which to focus this new program for potential dropouts.

The list of assumptions that follows was taken directly from Parma's written record of this meeting in which the distinctive aspects of a core curriculum were noted as:

1. Freedom from subject-matter patterns.
2. Larger objectives than would characterize any single subject area.
3. Emphasis upon group problem-solving, upon teacher-pupil planning, in contrast to predetermination of group goals and procedures by teacher or textbook writers.
4. Provision of a daily block of time longer than the conventional 45-60 minute high school class period.
5. Emphasis on improved vocational guidance and counseling at the classroom level.
6. Establishment of relationships in areas of living by the study of problems that challenge the pupil to explore and utilize the knowledge and skills of more than one subject.
7. Involvement of a team of teachers who work together or a single teacher for two or more periods and in two or more areas.
8. Basic emphasis on the present psychological and social needs of the pupils themselves.
9. Involvement of vocational counselors in the development of Occupational information at each grade level.[3]

As a result of discussions during this meeting, the time allotment from 45-60 minutes was changed to two hour blocks for this two credit program. One credit is given for English and one credit is given for social studies. Students participating in this program can fulfill the state requirements for English and social studies.

Beginning with the school year 1970-71, the ETI alternative program went into effect with a core curriculum designed after many hours of brainstorming by the ETI staff.

The following list of units was decided upon for each grade level by the ETI staff.

10th Grade--'Personal Development and Expression'

Vocational Guidance
Personal Development
 Communications
Logical Thinking
Origins of Society
Modern American Community

11th Grade--'Expressions in American Traditions'

Vocational Guidance
Personal Development
Communications
Logical Thinking
Revolution and Law and Order
Industrial America
Religion
Power and Role of the President
Crises in American Heritage

12th Grade--'Community Development and Expression'

Vocational Guidance
Personal Development
Communications
Logical Thinking
Community and Citizenship
Poverty in Abundance
Cultural Understanding
Contemporary Global Problems[4]

Philosophy

Goals and Objectives, 1970

A two-day conference in February, 1970 was attended by coordinators and teachers of the vocational, English, and social studies departments. These conferees drew up the student profile, goals and philosophy for the ETI program. The ETI philosophy is based on the following goals taken from the conference report.

1. To increase the self-worth of the student, i. e., to develop in him a positive self-image to counteract his background of failure.
2. To increase communication skills, both verbal and non-verbal.
3. To develop an occupational career study, i. e., to make the student aware of the many career opportunities.
4. To allow for continual personal development, i. e., values and attitudes and good use of leisure time.
5. To allow for continual social development, i. e., to increase awareness of home, school, community, and others and to develop a sense of rights and responsibilities.
6. To increase thinking skills, i. e., to develop an ability to make decisions and to think critically.[5]

Three major problems which concerned the educators during this conference provided the basis for their philosophy. First, their concern was for variety in the curriculum of this new program. They wished to have pattern variation meaning differences in administrative details such as tests, grades, schedules, teacher and room utilization. Because of the type of student involved in this program, the unmotivated, turned off student they wished to serve, their first concern was with providing a program with variety different from the traditional programs. Second, they wanted to eliminate repetition from ninth through twelfth grades within the English and social studies curricula. Third, they wanted an innovative program which would be structured to build on the knowledge the students already had at their disposal, and which would include materials to which students could relate.[6]

Parma's ETI program then is based on the philosophy of meeting the needs of the potential dropout, the student who is unmotivated and whose concern is for the world around him now. The student for whom the previously listed goals and objectives have been written is one whose performance level in academic areas has been one of failure. He may have failed at least one grade but more probably two or three. His reading level is characteristically low, as well.[7]

To meet the special needs of these students is the goal of the ETI program. The material for this student who finds difficulty in dealing with ~~abstractions~~ needs to be presented in concrete form. Concepts taught must be readily applied to concrete situations. The style of learning is an active rather than passive one. According to ETI's philosophy, the ETI student must be actively involved with the material so the facts may be absorbed. It is believed that the ETI student will not be able to assimilate material for himself when the facts are thrown at him in a lecture.[8]

The educators who developed ETI's philosophy believe in having immediate concrete rewards for any success achieved. Since many failures make some type of success impossible, the ETI program seeks to offer successful school experiences so that the potential graduate does not become a dropout.[9]

Goals and Objectives, 1973

After an evaluation study in June, 1971, and after a series of conferences held in May, 1972, new goals and objectives were developed utilizing ideas from teachers, administrators, parents, and students. These goals deal with nine general areas: communications, social problems, value clarification,thinking skills, occupational skills, broadening learning experiences, leisure time activities, self-image and classroom citizenship. Through this alternative program an attempt is made to educate the whole student by using a wide range of inductive experiences.[10]

The newly designed program hopes to allow each student to achieve realistically within the range of his own ability. The nature of the desired student performance is to be adjusted on an individual basis. An overriding goal is to help students improve their often weak and negative self-image. The newly developed goals attempt to provide success experiences. The goals and objectives as listed in the 1973 ETI report are:

1. Communication
   Goal: The student will be functionally literate.
   1. The student will demonstrate continual progress in reading growth, optimim achievement at the eighth

grade level as defined by the Federal Right to Read Project.

2. The student will extend his experience by reading relevant material made available in the classroom.

3. The student will write.

4. The student will demonstrate an ability to use a dictionary for spelling and word meaning.

5. The student will be able to organize his thoughts and express them orally.

6. The student will demonstrate confidence in speaking orally.

7. The student will participate as a contributing member in various forms of discussion.

8. The student will listen courteously and be able to decode what he hears with reason.

9. The student will be visually literate.

10. The student will demonstrate a knowledge of the impact of mass media on his life.

11. The student will demonstrate an awareness of the biases of news coverage.

12. The student will demonstrate an ability in a non-language medium.

2. Value Clarification

Goal: In an ongoing process of ETI experiences, the student will develop a personal philosophy based upon an awareness and acceptance of his own values.

1. The student will develop a working definition of what a value is.

2. Self-analysis:
    a. The student will list or orally express the reactions he would have to a series of experimental situations (simulations) and defend as worthwhile his actions.
    b. The student will identify examples of personal values that do not involve other people but that reveal a personal like or dislike.

c. The student will examine the possible sources of bias (e.g., propaganda techniques) and recall experiences which may have conditioned his responses.

d. The student will record his feelings in different personal encounters, discuss these experiences with others in the class, and attempt to project the effects these experiences might have on future behavior.

e. Student will use ETI sources as models to develop a process of personal examination which will enable him to analyze similar situations in the future.

3. Interaction with others:

a. Student will demonstrate through cooperative activites his desire to be accepted by others.

b. The student will play the role of different people and then compare their values with his own.

c. The student will record the responses others make to him in a vicarious labeling situation (e.g., Simon Game) to determine his image in others' eyes.

4. Interaction with society:

a. The student will make contact with persons of varying backgrounds and demonstrate an acceptance of others and their points of view.

b. The student will identify his values as he lists his reactions to art, economics, religious and social problem situations.

5. The student will rate himself on an evaluative scale to determine whether his value clarification ability has increased.

3. Thinking Skills

Goal: The student will understand the interrelationship of logic and emotions in decision making.

1. The student will make accurate observations of the world around him.

2. The student will be able to categorize and record his observations.

3. The student will be able to state the situation clearly.

4. The student will compare alternatives to the situations before making decisions.

5. The student will evaluate various alternatives and consequences resulting from his decision.

6. The student will realize that in some situations not enough information will be available to provide alternatives.

4. Occupational Goals
The student will:

1. Evaluate his individual occupational interests and capabilities by extensive individual counseling.

2. Clarify his feelings about various occupations by individual observations, experiences, and internships.

3. Demonstrate a knowledge of the existence of values in working beyond money - such as personal pride and personal satisfaction.

4. Demonstrate a knowledge of the criteria in selecting an occupation, such as family expectations, personal capabilities, and availability of jobs.

5. Broadening Learning Experiences

1. a) The student will expand his learning experience by utilizing community resources and actively participate in community functions.

   b) The student will comprise a list catagorizing the functions of selective available individuals, organizations, and institutions which exist in the community.

2. The student will actively participate in a community service project.

3. The student will research and debate the facts and opinions presented by guest speakers.

4. The student will list possible occupations which he observed through field experiences.

5. The student will review orally or in writing his experience at a cultural center or artistic performance.

6. Leisure Time Activities

   1. a) Each student will be exposed to a wide range of leisure time activities.

      b) Each student will express an attitude which shows that he recognizes the importance of leisure time activities in his total life style now and in the future.

   2. Each student will be able to identify a spectrum of leisure time activities.

   3. Each student will be able to evaluate activities appropriate to his life style by experiencing a minimum of five different activities each year.

   4. Each student will master the fundamentals of two leisure time activities each year.

7. Self-Image

   1. a) Since the majority of ETI students have a negative self-image, each student will raise his self-concept through a series of successful learning experiences.

      b) The student will show evidence of measurable improvement in communicative skills in some medium.

   2. The student will experience success by accepting and being accepted by others around him.

   3. The student will develop an ability to clarify his values by gaining enough self-confidence to express them and to commit himself to a personal philosophy.

   4. As a result of a positive feeling toward his environment, the student will be motivated to realize the value of restrictions on his school behavior.

   5. The student will investigate various vocational fields, and base a decision on a realistic understanding of both his limitations and his potentialities.

   6. Even though students previously have found new experiences threatening, they will approach unfamiliar activities included in a multi-faceted curriculum with confidence.

7. The student will demonstrate growth in dealing with some problems using logic and reason rather than emotion and fear.

8. Because leisure time has a potential for giving personal satisfaction, the student will show a broadening recognition of how this time may be used for self-fulfillment and joy.

8. Class Deportment

1. a) The ETI student as a member of the larger school community will conduct himself in accordance with the general behavior patterns of the school population.

   b) The student will follow all accepted customs and practices of the school.

   c) The student will follow a reasonable standard of socially acceptable behavior in the classroom and on all school related activities.

9. Social Problems

1. a) The student should have an awareness of the major social problems which confront humanity.

   b) The student will reflect an attitude which demonstrates that he is concerned with elevating the quality of all men's lives.

   c) The student will formulate an objective position on the effects of crime upon the society in which he lives.

   d) The student will reflect a more understanding attitude toward all people.

   e) The student will clarify his own value position with regard to dealing with environmental problems.

   f) The student will clarify his own value position with regard to dealing with the causes and problems of poverty.

   g) The student will clarify his own value position with regard to the topic of war and world peace.

   h) The student will clarify his own value position with regard to the problems of population growth.

2. The student will become familiar with several local, state, national and international laws and criminal procedures.
3. The student will become knowledgeable concerning the basis of prejudice.
4. The student will be exposed to four different cultural life-styles each year.
5. The student will become knowledgeable of a minimum of one of these cultural life styles each year.
6. The student will be exposed to all environmental problems (air, water, noise and optical pollution).
7. The student will do a minimum of one ecological project each year.
8. The student will explore the costs and alternatives of environmental controls.
9. The student will be exposed to a mimimum of four poverty situations each year.
10. The student will conduct a mimimum of one project each year addressed to the causes and problems of poverty (possibly food baskets, physically working in a poverty area, etc.).
11. The student will engage in some serious exploration for eliminating the causes and problems of poverty.
12. The student will be exposed to at least three alternatives to solving international disputes.
13. The student will become knowledgeable of one of the above alternatives in depth.
14. The student will be exposed to a minimum of four different positions in regards to population growth.[11]

FOOTNOTES

[1] Gene Kleindienst, Project Director ETI, Dorothy Ratz, Assistant Director, and Mario R. Piastrelli, Project Director Programs-Youth With Special Needs. "Education Through Inquiry" (ETI), 1970, pp. 1-2.

[2] Ibid., p. 7.

[3] Ibid., p. 8.

[4] Ibid., pp. 10-11.

[5] Ibid., p. 5.

[6] Ibid., p. 6.

[7] Ibid., p. 3.

[8] Ibid., pp. 3-4.

[9] Ibid., p. 4.

[10] "Education Through Inquiry" (ETI) Report, 1973, p. 1.(Mimeographed).

[11] Ibid.

CHAPTER 2

DATA

Location, Physical Plant, Facilities

Parma Public Schools have ETI classes in eight different buildings, five senior high schools and three junior high schools. The buildings and locations are:

Normandy High School
2500 W. Pleasant Valley Road
Parma, Ohio 44134

Parma Senior High School
6285 West 54th Street
Parma, Ohio 44129

Valley Forge High School
9999 Independence Boulevard
Parma Heights, Ohio 44130

Greenbriar Junior High School
11810 Huffman Road
Parma, Ohio 44130

Hillside Junior High School
1320 Hillside Road
Seven Hills, Ohio 44131

Pleasant Valley Junior High School
9906 Pleasant Valley Road
Parma, Ohio 44130

Schaaf Junior High School
5983 West 54th Street
Parma, Ohio 44129

Shiloh Junior High School
2303 Grantwood Drive
Parma, Ohio 44134

Within these buildings, ETI classes are held in traditional classrooms with desks, blackboards, bulletin boards, bookshelves, tables and storage cupboards. There were four classrooms equipped with trapezoidal tables in place of desks but the majority of rooms contained the traditional right arm desks. From information obtained from Dave Durell, Pleasant Valley Junior High School, the trapezoidal tables were purchased for ETI on request from the social studies department funds.

Parma Senior High School has a library which will become the multi-purpose room for the school, as soon as the new library is completed. Construction of the new library has begun and its completion is scheduled for the fall of 1974. Within the present library there are facilities for A-V materials, books and study areas which may be used by ETI students.

Parma High's lunch room is open to all students. There are three lunch periods to accommodate all the students. There is a hot lunch served in the cafeteria and lunch room aides supervise during the lunch periods.

Other facilities include four washrooms for the boys and four washrooms for the girls. There is a gymnasium within thebuilding which can be separated into two separate areas by a folding divider. Parma High has two adjacent auditoriums with varying capacities. One is much smaller than the other and therefore is called the Little Theatre. The Little Theatre was used by an ETI class for group work while the classroom was used for testing.

Financial Data

The breakdown on the following chart reflects the cost of the ETI program for the year 1972, January through December.

TABLE 1 [1]

ETI Program Costs for the Year 1972, Jan. through Dec.

Appropriation Account No.	Description		Cost
116.02	Classroom Teachers @$9000 per year	(22)	$ 198,000
116.02	Classroom Teachers for Curriculum Revision @152 ea. per wk x 6 wks.	(4)	4,220
116.02	Classroom Teacher for In-Service of Staff @$25.00 per day	(28)	700
116.02	Classroom Teacher Substitutes to Cover Field Trips 7.60 + 15.7		1,062
116.02	Classroom Teacher Substitutes to cover Evaluation of Program (2 days) 25.50 + 15.7 per day	(4)	708
115.00	Typist (curriculum rev.)	(1)	450
204.14	Instructional Supplies		1,400
512.00	Field Trips, Busses @ .70 mile		1,470
		TOTAL	$208,010

In the budget breakdown, the Substitutes are needed to cover teacher absences during the school day. One period is needed for the field trip; covering 180 trips in grades 9-12.[2]

Long-range cost estimates for the ETI program are presented in the following table.

TABLE 2[3]

Long Range Cost Estimates
for ETI Program

Year	Operating Costs
1972	$ 208,010
1973	213,454
1974	226,261
1975	239,837
1976	254,227
1977	269,481

In estimating future student enrollment, there was no provision made for increased enrollment because one of the objectives is to program the course so that periodically students will be returning to the regular curriculum while other less-successful students are entering the program. This would assume a rather steady enrollment pattern in ETI if past trends are an indication.[4]

The cost estimates were figured on a yearly 6% inflationary increase in costs over a six year period.[5]

In addition to the major expenses of this program, there is an educational field trip taken to New York City which is paid for by the students, not by the Board of Education. Since this additional expense is not paid by the Board, all students may not be required to go to New York if they cannot meet expenses.

In order to supplement the curriculum with films from the Cleveland Public Library, students in one class at Parma Senior High School are asked to bring in $ .05 each, which when multiplied by the class number gives the students enough money to order three to five additional films beside the approximately nine films available per year through the Board of Education money. Each ETI class is supposed to receive six to seven dollars but as of December 1st, the teachers interviewed had not yet received their allotment.

Enrollment and other Statistical Data

Students who enroll in the ETI program go through normal registration procedures in which their schedules are approved by their counselors. Anyone may choose to sign up for the ETI program, however, little encouragement is offered for those who's ability and records of past performance show they ought to be in regular classes. ETI is for students who are having difficulty in English or social studies classes. A student may be recommended for ETI by either his English or social studies teacher or by the student's counselor, but a recommendation is not required. According to the description in the registration book, ETI is primarily designed for the non-college bound student, but the credits earned do meet college requirements. Therefore, the program is labeled Level I, which is explained in the student course guide as a program:

> designed for students who have not sufficiently acquired the basic skills or basic learnings in a given subject area to permit success in courses at a higher level of difficulty. These courses are designed for the student whose school record indicates a history of difficulty in a particular area, whose achievement on standardized tests generally ranks below the 35th percentile, and who in the judgment of the professional staff can operate most successfully at this level. Past grades of D and E in Level I or Level II courses would suggest choices at this level.[6]

According to the written ETI evaluation, the data on student attendance revealed there was a marked improvement in attendance during the 1970-71 school year over the school year 1969-70. The exact figures were not available.[7]

At Parma Senior High there are seven ETI programs which have 180 students enrolled according to figures obtained from Mr. Ray Needham, Administrative Assistant, Guidance. The breakdown of student enrollment for each ETI program at Parma Senior High as obtained from Mr. Needham follows:

10th grade	17 students
	29 students
	24 students
11th grade	36 students
	28 students
12th grade	25 students
	21 students
Total	180 students[8]

The average class size is 25. The eleventh grades were supposed to contain 35 students, but the most number of students observed were

27 students at one particular visitation time. In another eleventh grade, where 28 students were supposed to be enrolled 18 students were counted during this observer's stay. The sophomores in another ETI program had 29 students enrolled according to Mr. Needham, 28 according to the teacher questioned and 18 upon actual head count when an observation took place. Similar discrepancies were found while visiting the other ETI programs in the other schools. For example, at Normandy, 21 students were to be there and actually 18 were counted. At Valley Forge 18 students were enrolled in the program but 15 attended on the day observed. The 3 to 5 number of students not in attendance agrees with the estimated 2 to 3 excused absences and 2 to 3 unexcused absences per day per program given by Miss Alcox who approximated the numbers from her attendance card.[9]

When interviewed, several teachers who had been teaching ETI for two or more years stated that the average number of students in the past were 35 to 40 whereas this year the average class size was below 30. To cite an example given by Mr. Knapp and Mr. Roberts, Greenbriar Junior High, the 1972-73 school year enrollment for their ETI program was 43 compared to this year's 23 students.[10]

Student Records

After examining the permanent records of two representative students, the following types of information were found in these students' folders:

1. Census Sheet
2. Report cards since Grade 1
3. Attendance record
4. Reading Records from elementary school
5. Standardized Test Results
    a. Differential Aptitude Test, grade 8
    b. Stanford Achievement Test, grade 9
    c. Otis-Lennon Mental Ability Test
6. Truancy Records
7. Summer School Reports
8. Student Description Form (3 teachers randomly are selected to rate students on the items listed below)
    a. Participation in Discussion
    b. Involvement in Classroom Activities
    c. Pursuit of Independent Study
    d. Evenness of Performance
    e. Critical and Questioning Attitudes
    f. Depth of Understanding
    g. Personal Responsibility
    h. Consideration of Others
9. Psychological Reports
10. Accumulated Course List
11. Transfers or withdrawals

Staff and Previous Experience

The ETI staff are either social studies or English teachers who have been asked or volunteered to teach in this program. No special or additional requirements had to be met for their entrance into the program. Since this program offers credits in social studies and English for the students, the teachers were selected from those two fields.

In Parma there are eight instructional improvement meeting days for all staff members throughout the school year. Each meeting is held for one half day. The students are released for this time and the teachers meet in various buildings for instructional improvement. During these times the ETI teachers may either attend a meeting within their department, i. e., social studies or English, or they may choose to attend a meeting of the ETI teachers for their program.

To a questionnaire sent to all twenty two ETI teachers regarding their experience in the ETI program and experience previous to teaching ETI, ten teachers replied. The teachers with the most number of years of experience were Mr. Dolcini who has taught twelve years, Mr. Zasa who has been teaching for nine years and Miss Hlavsa who has taught for a total of six years. There is no pattern of teacher experience in this program. A mixture of more experienced and less experienced teachers will be found throughout this alternative program.

The ETI staff has changed since its beginning. Of an ETI staff of twenty-two teachers, four teachers have been with the program since its beginning. Two teachers had student taught in the ETI program before entering the program as new teachers this year. One of the ETI teachers has received his Masters Degree and three other teachers are presently working toward their degrees.

Additional information obtained from the ten replies to the questionnaire shows that four teachers had no other experience than the time spent teaching ETI. One teacher had two years experience previous to ETI, two teachers taught three years before teaching ETI, one teacher had four years previous experience, one taught five years before ETI and Mr. Dolcini had the most previous experience having taught nine years prior to ETI.

FOOTNOTES

[1] "Education Through Inquiry" (ETI) Report, 1973, p. 19.(Mimeographed).

[2] Ibid., p. 20.

[3] Ibid., p. 22.

[4] Ibid., p. 21.

[5] Ibid., p. 21.

[6] "Registration Guide, Grades 9 - 12," Parma Public Schools, 1973.

[7] "Education Through Inquiry Program," Evaluation Report, June 25, 1971, p. 3. (Mimeographed).

[8] Ray Needham, personal interview, November 28, 1973.

[9] Mary Alcox, personal interview, November 28, 1973.

[10] David Knapp and Jack Roberts, personal interview, November 5, 1973.

CHAPTER 3

PROGRAM

Curriculum and Methods

The ETI curriculum and materials are oriented toward current social and personal problems. Materials have been selected for their highly motivational appeal. ETI staff members devised generally non-repetitive units of study dealing:

> first with the individual and his immediate community; second, with the individual in relation to his role as a citizen of a larger community, his nation, his place in the world of work; and third, with the individual affecting and being effected by our ever -shrinking world.[1]

The sequential development of units for the 9th through the 12th grades may be seen in Appendix A.

A few samples of syllabi were obtained for grades eleven and twelve. From the samples the following topics and objectives were abstracted.

Communications - Grade 11

I. Topics
  A. Photography
  B. Cartoons
  C. Satire
  D. Graffiti
  E. Plays, writing and reading
  F. Propaganda
  G. Campaign
  H. Newspaper writing

II. Objectives
  A. Identifying aspects of critical thinking
  B. Investigate forms of communication
  C. Discover the existence of propaganda

Crisis in American Heritage - Grade 11

I. Topics

- A. 2076: A simulation of the American Revolution.
- B. Parallels in history.
- C. Prosperity-Survival: 1920's - 30's simulation.

II. Objectives

- A. Gaining knowledge for understanding of today's problems.
- B. Obtaining insights to understand crises and controversies in a democracy.
- C. Seeing the influence of various American history incidents on the future.
- D. Encouraging taking an active role in the educational process.

War and Peace - Grade 12

I. Topics

- A. Wars, Twentieth Century and Cold War.
- B. Atomic Threat.
- C. Foreign Policy.
- D. Peace Movement and Patriotism.

II. Objectives

- A. To gain knowledge of the effects of wars on the United States.
- B. To discover how events lead to war.
- C. To formulate reactions toward war.
- D. To consider ways of building peace.

Ecology and Environment - Grade 12

I. Topics

- A. Overpopulation.
- B. Birth Control.
- C. Abortion.
- D. Ecology for World Survival.

II. Objectives

- A. To become involved with social and environmental issues.
- B. To inquire with an open mind into how to better America and the world.

C. To become aware of the effects of technology on the environment.

D. To be concerned for the problems of survival and the quality of life.

Self-Assessment and Career Exploration - Grade 12

I. Topics

A. ETI Job Placement Bureau.
B. Career Profile Development.
C. Business and Industrial Visitations.

II. Objectives

A. Understanding a job placement bureau.
B. Formulate future plans for work, school, the military service, or training.
C. Opportunities to observe some occupations.
D. Developing a career profile.

In general the ETI program curriculum is not unlike the traditional English and social studies classes in content but the method is different. Where there may be a lecture given on consumer education in a traditional class and highpoints brought out through questions afterwards, the ETI student may listen to tapes, view filmstrips or see a movie and then do practical activities which relate to the topic. In the ETI program many more speakers, films and field trips make the program different from the traditional classroom.

The methodology desired as described in the 1970 ETI report as:

> one which would steer away from the traditional teaching of these courses for their own sake. For example, the originators of this program did not want the student memorizing historical facts just to know these facts, nor did they want him to write letters merely for the edifying experience of it. Rather they hopes to use English and history as their vehicles to improve the student's image of himself and his image of others and to help him become a more competent, able citizen in evaluating himself and the world around him.[2]

Observations of ETI Classes

Observations were made of Parma Senior High's ETI program as well as several of the other ETI programs in Parma's other schools. In only one building, Hillside Junior High, was no observation made. Reports of the observations follow.

In one ETI class, students were being quizzed on the movie "Raisin in the Sun" viewed and discussed the previous day. A copy of the questions may be found in Appendix B.

During another visit the students were being quizzed on the movie they viewed the day before concerning consumer education. The teacher repeated each question as many times as students requested. Sometimes the same question would be said four or five times either by one team member or the other.

When television movies are suitable for class discussions or units, one of the ETI staff members makes a request to have it videotaped by Normandy High School's studio crew of student helpers. The tapes are played back during a subsequent class period for all to see and a discussion follows. Television show recommendations are a regular occurrence in two of Parma's ETI programs where future TV programs are listed on the chalkboard and announced at the beginning of class.

One classroom activity involved an entire ETI group. The ETI teacher read aloud an unsolved mystery story. After the oral reading students were asked to give their interpretation of who was guilty and why, based on proof from what they had heard from the story. Everyday afterwards, the group was to hear a mystery story to sharpen their listening skills. For each correctly given answer up to ten points could be earned toward their final accumulated points which help determine their report card grade.

One unique feature of the ETI program is the number of field trips that may be taken. In the traditional program one or two at the most may be taken. In the ETI program as many as four or five times that number may be requested. Mimi-trips are a part of the ETI program too. Examples of suggested mini-trips for one unit may be found in Appendix C.

In Mr. Dureka and Mr. Zasa's class, the district's school bus was used five times within two weeks to transport students to give performances of two plays. On one of these trips this researcher accompanied these two ETI groups and their teachers to Dunbar Elementary School in Cleveland. The purpose of their trip was to perform two plays for the elementary children of Dunbar School. The two plays, "The Wizard of the Umbrella People" and "Snow White and the Seven Dwarfs" were well received by the audience. Before their performance the ETI students were feeling anxious, fearful and filled with lack of confidence because one of their previous performances hadn't gone well for them. When both performances were finished the team of ETI teachers were pleased and proud of the two performances given by their two separate ETI groups.[3]

These field trips for ETI students may be as far away as New York, Chicago or Kelly's Island or as close as a tour of one of Parma's companies. These trips are highly motivating to ETI students, attested to in the evaluation study of Parma ETI program in 1971.[4]

A classroom visit was made near the final days of the marking period. The students in the room visited were given class time to do extra credit assignments to earn a passing grade. At the same time one of the ETI teachers in charge was conferring with each student about his or her total earned points and subsequent grade. Some of the choices of activities they had were working crossword puzzles, book reports, viewing five filmstrips in the library and writing summaries, viewing and commenting on recommended television shows, listening to tapes or viewing filmstrips on consumer education, completing answers to questions from consumer education booklets.

In November, the students were separated into three groups. The first group of students were given permission to go to the library to earn points for viewing filmstrips. A second group of students worked with one teacher who passed out samples of letters. They were asked to select places they'd like to visit on a field trip and then they were to write the museum or place of interest requesting information about the place, times they may visit and also if guides were available. Of the six students in this group all of them worked with a friend. No one wanted to write a letter by himself.

The third group of students met to write a bulletin for the clothing drive this ETI group was sponsoring. One of the female student's job was to find phone numbers of places that would accept the used clothing they'd be collecting. Before she left the room her teacher had gone over with her several times what she was supposed to say. She left the room and returned with one place who wanted their donations. Another student in this group, working on the clothing drive, was drawing sketches for posters he'd be making for his contribution.[5]

In an interview with Mr. Dolcini, he noted some of the community resource persons contacted to speak to Parma Senior High's ETI classes. These included a mortician, doctor, clergymen (from different denominations), lawyers, detective, auto insurance agent, businessmen, politicians, American Indian, and speakers from the Better Business Bureau, the military services, Food and Drug administration, and the Consumer Protection Agency.

A Parma detective, Mr. Ralph Zeigler, spoke to ETI students during one of the visitations at Parma Senior High. The method of reaching into the community for persons willing to spend one half to one hour describing their jobs is thought to be a way of broadening these students experiences. During the question period students were most willing to volunteer stories of unfair treatment by police officers but they were restricted by their teachers to questions pertaining to the requirements of being an officer or detective. The students seemed very interested in the subject of law.[6]

Instead of just reading about setting up a balanced meal and planning a ficticious menu with approximate costs listed, a group of ninth grade ETI students at Pleasant Valley Junior High School were setting out for the nearby Pick-n-Pay to price hunt for the Thanksgiving meal they had been planning. However this planned meal would be a real one, prepared for themselves, their teachers and selected administrators.

In this same classroom, the entire back wall had been painted in vivid colors depicting cartoon characters from "Peanuts" by last year's ETI group. This year the wall will be repainted by this ETI class utilizing their artistic and cooperative talents.[7]

Researchers from The Carnegie Mellon University asked the teachers to conduct a value study in one of Parma Senior High's ETI classes. The students were given a test on a unit just completed. When doing independent assignments such as this one these students have difficulty understanding terminology and following directions. It seemed that this type of independent work required much teacher direction and help for the assignment to be completed.

Time Allotments of ETI Programs

The observed amounts of time allocated to the ETI programs vary slightly among different schools. Parma Senior High School has time blocks called mods. They are varied time blocks permitting more flexible scheduling. See the student schedule in Appendix D. The ETI program at Parma Senior High is allocated a time block of one and a half hours. At Valley Forge the ETI program is held for one and a half hours also. But at Normandy High School two hours are allotted for ETI. Hillside Junior High School had an hour and three quarters listed as the time allowed for the ETI program.[8]

Student Evaluation

The ETI writing staff believed an evaluation of students within a program such as ETI should have an alternative form of evaluation other than the typical letter grade. If teachers were concerned with student progress then evaluation of these students should be different from ranking student achievement against their classmates or national norms. Recognizing the importance of measuring student progress without creating anxiety over failure, the ETI staff decided a formal grading system should be replaced by a pass-fail system. Officially, the Assistant Superintendent of Schools, Dr. Wilber Lewis, decided that an optional pass-fail system would be ETI's form of evaluation beginning with the 1970-71 school year. Therefore an ETI student receives a pass-fail report noting individual student progress or lack of progress at the end of nine weeks, and a progress report approximately four or five weeks through the program. An explanation of the pass-fail system, a copy of the progress report and the student report card may be found in Appendix E.

Consideration at evaluation time is given to students who attend class regularly. Missing six classes or twelve double periods constitutes an incomplete grade which remains incomplete until extra work is done. Some teachers establish rules for being tardy which may count as an absence if a student is tardy twice.

Most ETI teachers have developed a point system in which students have opportunities to earn some designated number of points, such as 800 points. At the end of the nine week grading period the total accumulated points are used to determine whether a pass or fail grade is given. For some students, earning points seemed to be challenging.[9]

Job Placement for ETI Students

In regard to job placement, the ETI twelfth grade syllabus offers lessons in finding and procuring jobs for ETI students. These particular lessons are included as part of the ETI program and may be found in Appendix F for a more detailed description.

At Normandy High School, business inquiries are listed on the office windows. Students desiring employment may follow through with a job interview on their own.

Teachers' Schedules

Since most ETI teachers teach in ETI programs and three other courses during the day that are unrelated and separate from ETI, the schedules of three ETI teachers and the descriptions of the other courses taught is included in Chapter 4.

Student Schedules

In order to summarize a few ETI student's daily schedules, the chart (See Table 3) has been constructed. Most students as reported in the student questionnaire, and as noted in the chart are enrolled in non-college preparatory courses. Most ETI male students have selected industrially oriented courses. With Parma Senior High's scheduling in blocks of time called mods, none of the four selected students have exactly the same blocks or periods among their schedules.

Each of the courses listed in the schedules of these students, as noted in the Student Course Guide, is described in Appendix G. Of

TABLE 3

ETI STUDENT SCHEDULES

Time	Dave	Don	Elaine	John
8:00 - 8:40	Math IV			Vocational Printing
8:45 - 8:55	Study Hall			
9:00 - 9:55	Welding	Biology I		
10:00 - 10:20	Study Hall	Study		
10:25 - 10:55		German I	10:15 - 10:55 Health	
11:00 - 11:10	Homeroom	Homeroom	Homeroom	Homeroom
11:15 - 12:40	ETI	Lunch and Guidance	ETI	ETI
12:45 - 1:10	Lunch	12:45 - 1:25 Algebra I	Lunch	Lunch
1:15 - 2:10	Study Hall	1:30 - 2:55 ETI	Typing I	Woods
2:15 - 3:10	Trans II		Foods	2:15 - 2:55 Health
3:15 - 4:10			Applied Arts	

the four selected students, only one student was participating in an extra-curricular activity. The others were not interested in joining any of the clubs open to Parma Senior High Students as listed in Parma Senior High's Activities Calendar. See Appendix H for the complete list and descriptions of clubs.

---

[1] Gene Kleindienst, Project Director ETI, Dorothy Ratz, Assistant Director, and Mario R. Piastrelli, Project Director Programs-Youth With Special Needs. "Education Through Inquiry" (ETI), 1970, p. 1.

[2] Ibid.

[3] Richard Zasa and Robert Dureka, observation, November 15, 1973.

[4] "Education Through Inquiry Program," Evaluation Report, June 25, 1971. (Mimeographed).

[5] Gerald Dolcini and Mary Alcox, observation, November 28, 1973.

[6] Gerald Dolcini and Mary Alcox, observation, November 6, 1973.

[7] David Durell and Coleen Ronan, observationand personal interview November 6, 1973.

[8] Chuck Spinner, Normandy; Sue Zallar, Valley Forge, and Gerald Dolcini, Parma; interviews and observations, November 5 and 12, 1973.

[9] Gerald Dolcini, personal interview, November 26, 1973.

CHAPTER 4

STUDENT AND TEACHER INTERVIEWS

Teachers within the ETI program, teachers outside the ETI program and ETI students have voiced their reactions to ETI in several different ways. Students and teachers responded through questionnaires, interviews and observations. The results of the questionnaire are summarized in Table 4 on the following pages.The reactions have been analyzed and will be discussed under two headings, commendations and recommendations.

Commendations:

1. Students are able to become actively involved.
2. Students express themselves openly without being condemned or ridiculed.
3. The attendance of students has improved.
4. Team partners are cooperative.
5. There are many class discussions.
6. There is open communication between teachers and students.
7. There is satisfaction with the syllabi-a great deal to choose fromand not much reason to deviate.
8. Teachers and students like the inductive method.
9. More individual student direction is given.
10. Students can identify with male or female teachers.
11. The curriculum is relevant to the students.
12. ETI offers students group identity and feelings of confidence and belonging.

TABLE 4

STUDENT QUESTIONNAIRE SUMMARIZED

A total of forty-eight student questionnaires were returned.

The questionnaire and results are recorded as follows:

1. Males 37 students
   Females 11 students

2. Age: 16 years 21 students
   17 years 22 students
   18 years 5 students

3. Grade 11th - 48 students

4. Were you born in Cleveland?
   Yes 47 students
   No 1 student (Italy)

5. Do you live with your parents?
   Yes 46
   No 0

6. Do you like this program well enough torecommend it to your friends?
   Yes 35
   No 10

7. How long have you participated in this program?
   three years 21
   two years 11
   1-½ yrs. 2
   1 year 4
   1½ semester 1
   1 semester 7

8. How did you hear about thisprogram?
   Guidance Counselor 25
   Teachers within the program 4
   Teachers outside of the program 5
   Friends 15
   Registration Booklet 1
   People who took ETI before 1

9. Why did you elect this program?
   Needs credits 5
   Needs help 1
   Easier than regular classes 3
   Easy two credits 1
   Slow in reading 2
   Regular classes too hard 2
   Problems with English and social studies 1
   Flunking regular classes 1
   Poor in regular English and social studies 1

Disliked regular classes	3
Disliked English and couldn't get social studies	1
likes ETI	2
likes ETI's activities	1
heard ETI was interesting	1
heard alot about ETI	1
heard ETI was better than regular classes	1
recommended by friends	1
no choice	1
no other English class open on my level	1
wanted to try something different	1
counselor suggested	1
relevant	1
came from special ed	1
more discussion and less written work	1

10. Do the students have a voice in determining program plans?

Yes	33
No	11
Sometimes	3

11. Indicate in which extra curricular activities you participate in.

Vocational Industrial Club of America	2
Football	1

12. Do you have a voice in choosing your teachers?

Yes	6
No	40

13. What is your current "course" schedule? (A sample schedule may be found in Chapter 3.) The courses are listed below.

ETI	48
Health	16
Study Hall	12
Science	5
Foods	8
Food Service	1
Math	6
Spanish	1
OWE	6
Typing	3
Vocational Electronics	3
Vocational Welding	9
Vocational Machine Shop	4
Vocational Mechanics	2
Vocational Printing	1
Transportation I	4
Transportation II	3
General Metals	3
Woods	1
Industrial Crafts	1
Drivers Ed	4
Business for Pleasure	1
Salesmanship	1
Film Class	1
Human Relations	1
Marriage and Family Living	2
House and Home Decorating	3
Crafts	1
Art	2
Art Advertising and Design	1
Applied Fine Arts	1
Clothing	1

14. Was your "course" schedule designed by:

You	26
Teacher	2
You and your teacher	7
Counselor	2
You and your counselor	3

15. Are your teachers interested in you?

Most are	16
Some are	14
Few are	7
None are	5

16. What are you interested in learning in this program?

social studies and English	5
history	4
anything	3
to read better	2
how to write and read	1
how people get along	1
different things	1
anything and everything	1
nothing special	1
how to spell better	6
films	1
future and past	2
movie making	1
about jobs	1
about the family	1

17. Will you be able to do this learning at this school?

Yes	43
No	6

18. Does this program make school more desirable?

Never 7 Sometimes 28 Often 10

19. Name three things that are different about this program than regular programs.

field trips	8	more freedom	2
two teachers	12	freedom of speech	2
easier	10	longer than regular classes	2
teachers	6	2 credits	2
movies	4	2 subjects	3
no big demands or pressures	4	less reading than regular classes	1
fun sometimes	4	more interesting	1
better way of learning	2		

don't read that much	1
talk about things more	1
teachers joke around	1
teachers try to get me interested	1
things studied	1
do not have to study all the time	1
don't have to take any tests	1
do more things	1
get along with teachers	1
everybody gets along	1
no book	2
learn more	2
learn what we want	1
no break in regular classes	4
no homework	1
no rules	1
relaxing	1

20. Do you plan on completing high school?

Yes 45
No 2

21. What do you plan to do after high school?

work	16
teach nursery school	1
don't know	6
get married	3
nurse	1
cosmotology school	2
join the service	1
travel	2
interior decorator	1
electronics field	1
race motorcycles	3
welder	2
machine operator	1
go into business	2
mechanics school	1
college	1
construction	1
farming	1
play soccer	1
drive a truck	1
mathematics job	1
work in a gas station	1

13. Students have choices of activities.

14. The activities and simulation games are interesting to teach and motivating for students.

15. Needs of the students are being met.

16. There is much more group work in ETI than in traditional classes.

17. Teachers are interested and concerned in their students.

18. Teachers and students can be more relaxed in an ETI class.

19. The teaching approach is flexible and adaptable.

20. Student interaction is stressed.

Recommendations:

1. More careful screening of students.

2. Allow ETI teachers to have regular classes as part of their teaching load to maintain enthusiasm.

3. Provide a counselor just for the ETI program.

4. Better communication between ETI and non-ETI teachers.

5. Specialized reading help for ETI students.

6. To rotate teachers for ETI every two years so that new ideas may be brought into the program.

7. More films.

8. Expand ETI to include the elementary schools.

In addition to commendations and recommendations about the ETI program students were asked their reasons for selecting this program. The two most popular reasons for being inthe ETI program were either because the student questioned needed the two credits or because ETI was easier than their regular classes. Other reasons given for selecting ETI were because regular classes were too hard, the student was flunking or having difficulty with English or social studies, because they liked ETI and ETI's activities, because friends or counselors recommended ETI.

Most ETI students are aware of the difference in ETI's program when compared to a traditional program. They seem to recognize the school's efforts in trying to accept them as they are and offer a program to fit their needs. Without this program obviously some of these students would not be passing their academic subjects. With ETI, all of the students questioned have hopes of finishing high school and obtaining their diploma.

Educators evaluating the program believe ETI is without question a highly feasible answer to the problems of the unmotivated student, the underachiever, and the potential dropout. ETI is an alternative to having just basic classes for students with learning difficulties. This program attempts to have its students acquire a meaningful education commensurate with their needs. A continued ETI program will be aiming at making productive citizens in the school and in the working community rather than problem students for the faculty and administration. The ETI program is definitely an influential and beneficial program for students who otherwise might not stay in school.

Teachers' Schedules

In order to characterize the teachers' day, three ETI teachers' schedules are described in this section. One is an ETI team leader and two are ETI teachers. First the schedules are described and then summarized in chart form in Table 5 on page48.

Mr. Richard Zasa, English, Parma Senior High School

Mr. Zasa is Parma Senior High's ETI team leader. He had a teaching load of five classes. Mr. Zasa's day begins at eight with a sophomore ETI class until nine twenty-five. His teaching partner, Mr. Dureka, another teacher, works with Mr. Zasa during the first and second ETI class which ends at eleven o'clock. All students and teachers have a homeroom period from eleven until eleven fifteen. Mr. Zasa and Mr. Dureka do not meet as a team again until their planning period which is after lunch from twelve forty-five until one thirty. Before this planning period Mr. Zasa meets with a reading improvement class. This class is designed for students who feel reading problems are handicapping their success in school. This course emphasizes building vocabulary, comprehension, content reading skills and reading motivation. Then Mr. Zasa plans during his free period with Mr. Dureka until his last class which is an advanced course in world literature. Students taking this course study important works of literature through reading, group projects, discussion and some critical writing. For his last period, Mr. Zasa has a second planning period. Since he is the team leader, he is supposed to have been given one less class to teach than the other ETI teachers. However, upon examination of the schedules of two other ETI teachers which follow, it will be found that their schedules have the same number of courses and free periods as Mr. Zasa.[1]

Miss Mary Alcox, Social Studies, Parma Senior High School

Miss Alcox's first class from eight until nine twenty-five is a group of ETI juniors. Her team partner is Mr. Dolcini. Since this is a long period the students are given a five to ten minute break about halfway through the period. After this first class of ETI students, Miss Alcox teaches a mini-course entitled "Life in a Dictatorship." Students in this course study the life of an individual in a totalitarian state and they examine Nazi Germany and the Soviet Union as systems of government. Miss Alcox has time for planning next, followed by a ten minute homeroom period where attendance is taken, absent slips received, where announcements are made over the public address system and where other tasks are completed. Miss Alcox is teamed again with Mr. Dolcini in another ETI program lasting from eleven fifteen until twelve forty which is followed by her lunch period. After lunch Miss Alcox has a planning period scheduled at the same time as her team partner and so both ETI teachers plan together whenever they find this necessary. Sometimes this planning period is devoted to individual teacher planning or to grading of quizzes or tests. Since Miss Alcox is involved in the Carnegie Mellon Study mentioned earlier, she sometimes uses this planning period for preparations for this course. Miss Alcox has one more class period to teach before her day ends. She is teaching another mini-course called "Worlds in the Making." This U.S. history course about the future, with emphasis upon the individual choices open to man, hopes to get the students involved in inventing the future. Since Miss Alcox is teaching two mini-courses she will change to two different courses halfway through the semester.[2]

Mr. Gerald Dolcini, English, Parma Senior High School

Mr. Dolcini begins his day with an ETI class of juniors with Miss Alcox as his team partner. Afterwards he has time for planning but not with his team partner because Miss Alcox has a class to teach. At ten fifteen Mr. Dolcini meets with a class on Afro-American literature which focuses on the writings of contemporary black Americans. The works of Malcolm X, Martin Luther King and other authors are used to familiarize the students with feelings and beliefs of spokesmen for Black Americans. Homeroom follows Afro-American literature and then Mr. Dolcini and Miss Alcox are teamed again with their second ETI group of juniors. After this ETI class there is time for lunch followed by a joint planning period of the two ETI teachers. Mr. Dolcini's last class is a writing workshop which is an elective and a non-graded course. The students work at their own pace. This is a course that deals with basic writing skills such as sentence structure, paragraphing, etc. Mr. Dolcini, Miss Alcox and Mr. Zasa, all ETI teachers, have schedules in which similar amounts of time are spent inside and outside of class.[3] A summary and comparison of the above teachers' schedules can be found in Table 5, on the following page.

TABLE 5

SCHEDULES OF ETI TEACHERS

Time	Miss Alcox	Mr. Zasa	Mr. Dolcini
8:00-9:25	ETI	ETI	ETI
9:30-10:10	Life in a Dictatorship	ETI	Planning Time
10:15-10:55	Planning Time		Afro American Literature
11:00-11:10	Homeroom	Homeroom	Homeroom
12:15-12:40	ETI	11:15-11:55 Lunch Reading Improvement	ETI
12:45-1:25	Lunch	Free Period	Lunch
1:30-2:10	Planning Time	World Literature	Planning Time
2:15-2:55	Worlds in the Making	Planning Time	Writing Workshop

FOOTNOTES

[1] Richard Zasa, personal interview, November 16, 1973.

[2] Mary Alcox, personal interview, November 20, 1973.

[3] Gerald Dolcini, personal interview.

CHAPTER 5

SCHOOL'S EVALUATION, PROBLEMS NOTED, IMPACT

School Evaluation

The first formal self-evaluation took place during the last week in June and the first week in May of 1971. These were the purposes of the evaluation as listed in the evaluation report:[1]

1. To determine the extent to which the actual operation of the program achieved the objectives of ETI.
    a. increased student motivation towards the areas of English, social studies, and vocational education.
    b. increased student motivation towards school in general, including administration, faculty, and non-ETI courses.
    c. increased communication skills, both verbal and non-verbal.
    d. improved self-worth.
    e. greater involvement and interaction in classroom activities.
    f. greater understanding of career opportunities.
    g. greater participation in school and community life.
    h. greater motivation for the student to remain in school.
2. To determine the value of field trips and other integral projects of the program.
3. To determine the extent and success of inductive teaching as the principal method of instruction.
4. To assess the qualities and quantities of teaching materials and media available for ETI.
5. To determine the quality and effectiveness of the ETI syllabus prepared during the summer of 1970.
6. To assess the method of selecting students for the program.
7. To determine the effectiveness of evaluating student progress and achievement with a pass-fail in lieu of the conventional letter grade.
8. To determine the extent of problems in integrating an innovative program such as ETI into the secondary school curriculum.
9. To ascertain, in general, whether ETI is a genuinely functional innovative program for the less-able.
10. To provide date for the re-writing team this summer.

The procedure used in this evaluation of ETI had four parts: (1) a student (English/social studies) questionnaire, (2) a student (vocational education) questionnaire, (3) a teacher questionnaire, and (4) an outside evaluation, (three social studies teachers, three English teachers, and three vocational education teachers who were outside of the ETI program).

The findings from the evaluation report will be briefly summarized in fourteen points:[2]

1. positive student attitude toward ETI
2. improved student attitude toward teachers
3. increased sense of self-worth
4. satisfaction by students regarding vocational units
5. volunteer service done by sixty-two percent of ETI students
6. improved attendance over the previous year
7. a consensus that field trips were found valuable by all, i.e., students, teachers, evaluators
8. the finding that the inductive teaching method is stressed and that it should be clearly understood by all ETI teachers
9. the desire for more suitable materials, i.e., more easy to read materials and multi-media materials
10. the desire to have parts of the syllabus rewritten
11. the desire to seek a better method of selecting students for this program
12. mixed reaction on the grading policy, with 59% of students favoring pass-fail system, 41% opposed. Teachers reacted by favoring letter grades for projects.
13. favorable integration of the ETI program within 2 of the 3 senior high schools.

14. agreement that the ETI program is an innovative one exceeding expectations

New goals and objectives were developed in 1973 and with these goals and objectives came a type of evaluation of the effectiveness of these goals. Three aspects were considered: "the nature of the students involved in the program, the instruments used to measure effectiveness and the level of acceptable performance."[3]

The instruments used in measuring the new goals and objectives were seven in number as listed in the ETI report of 1973. They include:[4]

1. teacher observation of student behavior
2. written evaluation
3. teacher observation and evaluation of student discussion and individual projects
4. use of teacher designed tests
5. use of standardized tests
6. use of class and individual projects
7. teacher evaluationof student community involvement

Each goal and objective as found in the section on philosophy in this report is listed together with the measures of effectiveness and then each objective is described in terms of a percent of predicted effectiveness. This percent is based on an estimated percentage of students who could achieve the objective. However, in a program such as ETI, no level of acceptable performance is stated, just the achievement of the objective. Also it must be remembered that there isn't any minimal acceptable performance when stated in percentage terms. See Appendix I, for the charted goals, objectives, effectiveness measures and predicted effectiveness of each objective.[5]

Besides the formal evaluation reports, ETI teachers themselves are informally evaluating the program as they teach. Whatever seems to fit their class of students may change if the team feels adaptions need to be made on their grade level or in their school. No special requests have to be submitted to omit sections, add changes or make alterations in existing units to suit the ETI students and to meet their needs.

Problems Noted Within the Program

In spite of numerous problems noted by the Parma staff in the evaluation report which is summarized and quoted in this report, their recognition of many problems and self-study is highly commendable. Changes have taken place within the program which reflect decisions and suggestions outlined in the evaluation report. It is evident that progress and improved conditions exist as a result of this careful and honest evaluation. A long time and many dollars have been spent on revisions for this program in order to make it better. Parma's ability to be open and frank about their problems has to be commended and respected.

Many of the problems expressed by the teachers interviewed were already written in two reports, one the Punderson Conference Evaluation Report and the other the ETI report of 1973. The rest of this section will have summaries and statements taken from these reports concerning problems with the ETI program. The comments or summaries will be from the following groups of persons: Coordinators and directors, administrators and counselors, parents of ETI students, ETI students, non-ETI teachers and ETI teachers.

Coordinators and Directors listed the problems as follows:

1. weakness in reading skills of the students
2. unmet needs of girls who were in the minority in class
3. lack of coordination with other subject areas such as science, health, and business education
4. attitudes of staffs of all buildings who should become more knowledgeable of the ETI program and its goals, in the hope that attitudes might be changed.[6]

According to Administrators and Counselors the problems noted were listed in several categories:[7]

Communications:

1. Counselors would like more orientation.
2. Specified goals for the various courses should be made available in abbreviated form to counselors and administrators.

Discipline:

1. There was quite a strong feeling that too much permissiveness exists in the program. This leads to a feeling that there is a double standard in the school (such as swearing is permitted in ETI).
2. ETI students are not encouraged to adjust to the school environment.
3. Teachers confuse informality with permissiveness.
4. Some teachers were told to soft-pedal discipline.

Teachers:

1. There is a lack of sufficient orientation and preparation for the courses.

2. New teachers should not be 'dumped' into ETI. Only the best teachers should be selected to teach ETI.

3. Teams must be carefully selected for working-compatability.

4. There was some feeling that teachers could use the planning period (in place of a fifth assignment).

Curriculum:

1. There was some feeling that some skills (such as reading) should be stressed more .

2. Some units (especially the first one at the ninth grade) are too difficult for students.

3. There should be greater articulation between ETI and vocational programs.

4. It was questioned whether or not ETI and OWA (junior high) students should be the same .

5. The ninth grade needs more activities.

Structural:

1. Classes are too large in most buildings .

2. Consideration should be given to the amount of credit given for ETI as it may encourage students to graduate early under the present system .

3. Shorter blocks of time should be considered - this would free students to take more subjects and cut down on some of the problems .

4. Facilities should be expanded or improved .

5. Care should be given in selecting ETI rooms so that they are located in an area of the building which best meets the needs of the program .

6. Some students sign up for ETI because it is easier .

Parents of ETI students were able to participate in giving their views of ETI problem areas. Their comments consisted of six items:[8]

1. Some classes are just too large. A genuine concern that teachers could not help their children in over-crowded classes especially in rooms of limited size.

2. There is a greater need for vocational units.

3. Some parents felt that more current events needed to be emphasized. They suggested, for example, that students be required to read the paper or listen to a TV news broadcast, and that students be held responsible (possibly with quizzes) for these kind of assignments.

4. Some parents were concerned about the grading policy of 'pass-fail.' They were concerned that grades would be important in securing employment (would employers understand 'pass-fail'?), in securing automobile insurance. (other parents disagreed and like thepresent policy).

5. A few parents thought there should be more stress on the 3 R's. especially reading. They were not sure about discussions where students merely exchanged opinions on things. This appeared to be a controversial topic--approximately 25%-35% appeared to want students to have homework, book reports, reading assignments, etc. These parents expressed the idea that these, after all, are the standards by which their students will be judged in the outside world.

   Those who strongly disagreed made the point that if such emphasis occurred, then their youngster would be in the same fix they were in under the regular curriculum. They said when a boy can't read, he just can't read. To force him into reading assignments would defeat the purpose of ETI as they understood it.

6. They were concerned about the hostility their students experienced in other classes, especially from some teachers. They did not think this was fair.

ETI students from all of the schools involved in this program were questioned on the program's problems. The students' responses were divided into four categories and included the following comments:[9]

Weaknesses of the program

1. The whole program needs more direction. The teachers don't follow through on their plans; they are disorganized. The teachers should give more direction; they lack planning.
2. We would like more field trips such as camp-outs and dinners. One school did not have any field trips.
3. We can't share problems with the teachers. We can't freely show our problems. We can't speak freely.
4. Teachers, parents, and the rest of the school 'put down'ETI students. We just aren't 'good' enough to be included in the rest of the school. The whole school 'picks' on ETI.
5. There should be fewer students in the classes.

Content of ETI

1. The games are too childish. The games become boring. There are too many social studies topics.
2. We don't like making reports after a field trip, especially written ones. We don't like keeping journals and having them locked in a cupboard under lock and key.

Methodology in ETI

1. The teachers try to be too 'cool' and talk on our level. They are not good models. They swear, but we can't talk freely.
2. No one who takes OWE can take field trips.
3. We need more relevant reading; skills in writing. None of the ETI students could ever plan to go to college.
4. We need more discussions.
5. There should be less student supervision. The students should not institute activities.

Behavior, such as conduct, discipline, etc.

1. Every student in the school should abide by the same rules. No one should be given special treatment.
2. The teachers are too authoritarian. They treat us like babies. The team is incompatible; one makes us work and one doesn't; one is serious and one isn't.

3. The teachers lose self-control; they throw things - erasers, chalk, they stick us withpencils, pull hair, beat up students, send us to the office and lack patience. They are too emotional, play favorites and are inconsistent in their control. We need younger teachers who can identify with us.

4. Too many students take ETI to escape from regular school classes. Only half the 'kids' want to learn and work, the other half cause all kinds of trouble. They should not be allowed to take ETI. Some students have 20 absences and still pass. It's too easy to get excused.

Non-ETI teachers, when asked to discuss problems with the ETI program defined the problem areas as:

Teacher:

There appears to be a communication problem in relating information about the ETI program to other non-ETI teachers. Although this is true with every school program, a member of the group felt that because ETI was 'different' from the average class, it was essential to inform the other teachers about the goals of ETI. Another member commented that since the purpose and goals of ETI were never really made clear to the staff, it would be difficult to make a judgement on the program. Another member said that 'in-service training meetings' had helped to explain the ETI program in his school.

Student:

Some members of the group expressed the feeling that other students felt ETI students were being rewarded through field trips, monetary recognition ($500.00 at a special assembly award at Parma Senior High), and other special privileges while regular students were not being given the same kind of treatment. A possible suggestion from the group is that non-ETI students be made aware of goals and contents of the program. Another suggestion was to have a meeting including only ETI students for a feedback from them on how they felt about the ETI program.

Space for ETI:

It was pointed out that ETI teachers were not always considerate of other teachers, i. e., loud simulations which disrupted other classes. It was suggested that possibly carpeting would lessen noise. The overall facilities for ETI in some buildings were not adequate. In one school, there was not outside access for ETI students who had to go through science classes to leave their room.

Size of Classes:

> Classes are too large for the kind of activities that are being done--56 in one class. It was also suggested that since some students in ETI need more direction than others, class size might be varied to accommodate this situation. A class that needed direction might only have fifteen students while a class not needing as much direction might have thirty students. Again, this suggestionpoints to the fact that diagnostic teaching is important for the further development of ETI.

Non-ETI teachers also expressed a need for careful selection of students before they entered the program so that just anyone would not be allowed to take this program. It should be open for only those who fit the description written in the philosophy of theprogram. This problem was more prevalent at the junior high level. More counseling and even having one counselor just for ETI students at each school was a felt need.[10]

Comments were made regarding measuring goals accomplished in the program. Some non-ETI teachers indicated subjective judgment was used in evaluating students and that a testing program would be an unfit evaluation of ETI. These teachers felt the ETI material was boy oriented, that more social studies was being taught than English and that the students needed to know basic fundamentals in reading, communication, and practical areas as well as the subjects social studies, math, science, English, and industrial arts.[11]

Problems were noted where some teachers did turn teaching instead of team teaching. A need for special training in reading, communications and counseling was expressed in view of the nature of this program and the nature of the student. Having inexperienced teachers in the program was a concern for these non-ETI teachers. Hiring specially selected teachers for ETI was a recommendation. Establishing minimal standards for these students was another problem needing attention. Questions about the idea of being special were raised and also a question of whether students could be removed from the program if they didn't belong.[12]

ETI teachers themselves found concerns in three categories: curriculum change, administrative policy and student selection. Here is the breakdown of comments made by the group of ETI teachers:[13]

In the area of curriculum change, it was noted, for example that the program should allow for the following:

a. Differences between the schools and classes; they should not be required to do the same things.

b. Selection of new reading materials in English; many are too remote or too difficult and tend to turn the kids off.

c. ETI has a male orientation; most material is better suited to the boys of the class, consequently the girls are not being reached.

d. Teachers have had to spend more and more time on reading skills; this is hurting the rest of the program. ETI should not be considered a remedial course, a special course should provide this necessary remedial work.

The following suggestions were made about current administrative policy. These comments divide themselves into the topics of teaching teams and monetary considerations:

a. Teaching teams - some teachers have been assigned to the program and have no real desire to teach ETI; teams should include a male and a female teacher to provide an equal opportunity for students to identify with someone on the team; team members often meet each other on the first day of class with no chance to plan together.

b. Monetary considerations - There has not been enough money

> available for art supplies, newspapers, magazines, films, film rentals, etc. Money also seems the basis of the too large class size which has plagued ETI since its conception. The presence of two teachers should not mean that there must be 40 students in the class. Such numbers prevent efficient teaching, increase noise level, and hamper student involvement. Funds should also be available to provide a common planning period and adequate secretarial help.

On the topic of student selection, the problem seems to be that some students have selected the program who don't belong, at least not in terms of the original objectives. Counselors have made the program a dumping ground for borderline students, special education students, and underachievers with a good IQ. There is a real need to identify the kind of students who belong in the class and there is a relatively low correlation between 'original' students and those presently in the program. The result has been to make it difficult to teach the course except on a shotgun basis.

ETI teachers found problems with the curriculum because of the variety of students in their classes and because of the inclusion of ETI students who didn't belong. There were references to unnecessary repetition in the curriculum and a desire for more variety. Obtaining the films related to the ETI units was another difficulty and requesting field trips was mentioned as requiring too much paper work. These ETI teachers thought a regular workshop was needed and that the objectives should be more realistic to the students. ETI teachers felt control should be maintained and that a standardized discipline policy should be developed.[14]

Constraints for the ETI program were also found in the 1973 report on ETI. Five problems were contained in the report. They are:[15]

1. This course is currently being taught in a conventional school environment. This greatly inhibits the program's effectiveness.

    a. The basic philosophy of the course often exists in direct conflict with the philosophies of a conventional school. For example, many of the activities in the program demand that students be talking and moving around their classroom, and many of the activities take the student out of the classroom into the school itself. This often produces a higher noise level than is normal in the typical school and causes disruption to the other staff members of the school. The field trips necessary for a successful program often conflict with student's responsibilities in other subjects.

    b. The additional space needed for small group and individual activities is not available.

2. The cost of field trips and supplemental activities is often absorbed by the student.

3. The goals and objectives of the course point in the direction of individualized instruction in an open classroom setting. The course, as it now exists, is presented in group instruction.

    a. The course is offered without a specific placement procedure or quota. Classes are sometimes very large, containing 40 or more students. When combined with a conventional classroom setting, this size minimizes the effectiveness of the course.

    b. Because of the lack of placement procedures, a wide range of students is found in the course.

4. Teacher background in dealing with unmotivated students and related teaching techniques is often weak. There is no specific teacher training program nor any orientation before the opening of school.

5. Contingency management, one of the most effective means of dealing with problem students, is difficult to utilize. The rewards which would be most meaningful to these students are either unavailable or inappropriate in a conventional classroom setting.

All of the previously mentioned problems are being considered by the administrators, directors, teachers, and students involved in this program. Everyone seems concerned and willing to attack, solve and accept the problems as they occur.

Impact

In all the interviews with members of the ETI program, there was no indication of dissemination of the ETI program to other schools or communities outside of Parma on a regular basis, with the exception of three cases which were found.

In the student course guide the ETI course is described as follows:

> 109 EDUCATION THROUGH INQUIRY - 9
> ETI-9 is an English and social studies class which emphasizes learning by doing. Numerous field trips, guest speakers, role-playing, simulation games and selected films and activities geared to the needs of the student are stressed. This two-hour course is taught by two teachers and strives to involve the student in the world inwhich he lives. Activities are selected on the basis of their high level of interest and excitement. The course seeks to 'turn' onthe bored and unhappy student who may have found school meaningless and dull.
>
> 115 EDUCATION THROUGH INQUIRY - 10
> ETI-10 is a continuation of the class offered inthe 9th grade. Two-hour field trips to places that correspond with units in the curriculum are planned. Extended field trips to such places as New York City, Chicago and Colorado may be offered as part of the learning experience. The student's responsibility to himself, his school and his community are stressed. Although this course is primarily designed for the student who does not plan to attend college, the credits earned meet college requirements.
>
> 124 EDUCATION THROUGH INQUIRY -11
> ETI-11 is a continuation of ETI-9 and 10 and is taught by two teachers and meets for two hours each day. It is vocationally oriented and primarily for those students who do not plan to attend college. Extended field trips to such places as New York City, Chicago and Colorado may be offered. Short two-

hour trips to such places of local interest are also part of the learning-by-doing curriculum. The student in ETI earns one credit in social studies and one in English. This course combines what was normally U.S. history and 11th grade English.

125 EDUCATION THROUGH INQUIRY - 12
ETI-12 is a continuation of the ETI series. It combines what was normally 12th grade English and U.S. government. This course uses the same methods as those employed in the other three ETI courses.[10]

From information gathered from the students surveyed through a questionnaire, their knowledge of and introduction into the ETI program came mainly from counselors and then from friends. Only one student listed the registration guide as his source of information about ETI. Teachers within the program and also teachers outside the program were mentioned as persons from whom students heard about the ETI program.

In the February, 1973 issue of English Journal, an article called "Surgery in the Classroom" was published by two ETI teachers from the Department of English, Normandy High School. These teachers described a few ETI activities and compared ETI to traditional classes. They stressed that ETI was not just an experimental program found in one room but that all five high schools and all three junior high schools were implementing this program.

The most recent dissemination of Parma's ETI program took place on November 29, 1973, at the Holiday Inn, Strongsville, Ohio where members of the Associated Public School Systems attended a conference on "Alternatives in Education." During one of the sessions at this meeting information pertaining to Parma's ETI program was presented to the group.

Future Plans

In "Education Through Inquiry" 1973 report, the ETI program in Parma was compared to four other alternative programs, namely, Individualized Instruction, The ETI Learning School, and A Learning Center or Store-Front School. From this comparison it was found that:

> the present program (ETI) has been the first highly successful interdisciplinary program, in the system, at the secondary level. This success points the way to other interdisciplinary ventures, not only between English and social studies but also between other and all departments."[17]

An ETI Pace Project, the Punderson Conference, held on May 25th and 26th, 1972 at the Punderson Manor Lodge in Newberry, Ohio was conducted by the Co-Chairmen: Tom Dunford, Coordinator, Secondary English, and Leonard Lang, Coordinator, Secondary Social Studies in an effort to set goals and objectives for ETI and future directions for ETI. The participants in this two day conference were six chairmen who had previously held series of dialogue conferences with ETI teachers, non-ETI teachers, ETI students, ETI parents, administrators, coordinators and directors.

What emerged from the dialogue conference of the ETI teaching staff were proposals offered in the general area of curriculum innovations. These follow:

> A workshop for ETI teachers should be held over the summer to provide in-service training and to rewrite course each year. This would furnish a chance for partners to get to know each other, develop team techniques.
>
> Effort should be made to pair teachers on basis of personality. New teachers shouldn't be thrown into ETI.

More financial support must be made available to make possible a common planning period, smaller classes, and a slush fund to purchase supplies, order films, etc.

There should be more clear-cut curriculum for teacher to follow, yet there must also be the opportunity for teachers to vary routine to fit the personalities of the teachers and the class; by all means abandon the concept that all classes have to be doing the same thing.

Special classes are needed for skill improvement in reading and writing.

There should be a free period for the ETI teacher to confer with students from the class who have special problems or needs.

There should be a program to interview potential ETI students before they enter to determine whether the student belongs. Criteria would have to be agreed upon, however, before such a course could be instituted.

A variation of activities is needed to prevent interest loss; otherwise the curriculum can become repetitious and deadly.

The suggestions included trying a contractural type grading program to encourage students to tackle projects and carry them through.

Some units are not on the kid's level...

There is a need to develop more experiences like the New York trip; experiences where student shows what he can do ...

All must recognize that some kids are not reached by ETI . . .

ETI should be taken out of the English and social studies departments and made a separate entity.[18]

Already some of the future plans listed have become reality. For example, ETI team partners have a planning period scheduled together. Another plan being practiced is matching personalities within teams. Part of the team leader's responsibility is to schedule workable teams for the ETI program in their building. At Valley Forge, another plan is being made real by ETI teachers who spend time outside of class with students who request special help or have problems. The ETI program at Pleasant Valley Junior High uses a contract system for planned projects, another plan already in action. These examples indicate that some future directions are already becoming a reality in this program.

In the same report, non-ETI teachers suggested ETI's future directions include lowering the program to the 5th grade and offering more Level I courses.[19]

ETI students, when asked for their recommended future directions for ETI, in their reported dialogue conference, said:

1. Ten minute breaks are needed. Some schools don't have any breaks.
2. Mix teachers with each unit.
3. Don't have so many race films.
4. Basic English skills are needed.[20]

In the dialogue session with ETI parents, their suggested future directions for ETI were recorded as:

1. Limit the size of ETI -- keep it down. (All agreed)
2. Have some required reading in the course.
3. More field trips. (Very strong on this)
4. Teachers devote more time to individualizing the program. Identify problems individual students are having, then work with them to correct these problems (be it reading, socialization, etc.)
5. Have students do more research on topics they are interested in. Felt that their students could be made to engage in this profitable activity.
6. Make students do more writing so that they will realize what they are learning . . .
7. Do a survey of ETI graduates to see how helpful the program was to them . . .
8. More of the 3 r's.[21]

The administrators and counselors who participated in these dialogue conferences enumerated these five future directions:

1. Additional disciplines could be included.
2. The possibilities of expanding into the 7th and 8th grades should be considered.
3. A teacher-counselor should be included on the teaching teams.
4. Facilities should be expanded and made more convenient.
5. There was feeling expressed against ETI being separated from the mainstream of the school . . .[22]

In the dialogue conference with coordinators and directors their future directions were stated as follows:

1. working with science teachers at least in some units
2. typing for these student . . .
3. improving reading skills
4. seeking ways to help the few girls in each class improve their self concepts
5. helping staff understand the curriculum and goals of ETI[23]

All of the mentioned futured directions have been considered seriously by the directors of this program. Their consideration is demonstrated by the fact that several plans are already in practice, as shown in previously cited examples. Parma's ETI program is alive and active, and continues its active planning for the future.

FOOTNOTES

[1] "Education Through Inquiry Program," Evaluation Report, June 25, 1971, pp. 1-2 (Mimeographed).

[2] Ibid., pp. 2-9.

[3] "Education Through Inquiry" (ETI) Report, 1973, p. 12. (Mimeographed).

[4] Ibid., p. 12.

[5] Ibid., p. 12.

[6] "ETI Pace Project," Punderson Conference, Punderson Manor Lodge, Newberry, Ohio. (Mimeographed) Report, May 25, 26, 1973.

[7] Ibid. [8] Ibid. [9] Ibid. [10] Ibid.

[11] Ibid. [12] Ibid. [13] Ibid. [14] Ibid.

[15] "Education Through Inquiry" (ETI) Report, 1973, p. 7. (Mimeographed)

[16] "Student Course Guide," Grades 9-12, Parma Public Schools, pp. 5-6.

[17] "Education Through Inquiry" (ETI) Report, 1973, p. 17.(Mimeographed).

[18] "ETI Pace Project," Punderson Conference, Punderson Manor Lodge, Newberry, Ohio, Report, May 25, 26, 1973. (Mimeographed).

[19] Ibid. [20] Ibid. [21] Ibid. [22] Ibid. [23] Ibid.

APPENDIX A

EDUCATION THROUGH INQUIRY

SEQUENTIAL DEVELOPMENT OF UNITS

9th. Grade

Personal Development

Self-Assessment and
Career Exploration

Communications

Music

The American Indian

Map Reading

Wonderful World
of Ohio

Dissent and Protest

10th. Grade

Communications

Personal Development

Society and Culture

Law and the
Teenager

Prejudice and
Discrimination

Ecology & Environment

Self-Assessment and
Career Exploration

11th. Grade

Communications

Self-Assessment and
Career Exploration

Industrial America

Personal Development

Law and Justice

Ecology & Environment

Crises in American
Heritage*

*should be taught as
3 mini-units--anytime
during the year.

12th. Grade

Communications

Personal Development

Ecology & Environment

Poverty in Abundance

Community and
Citizenship

War and Peace

Self-Assessment and
Career Exploration*

Cultural Understanding

*begin this unit
approximately March 1.

BEST COPY AVAILABLE

[illegible] (10 points)

[illegible] Be sure to include your name, [illegible] problem.
[illegible] ideas.

[illegible] years

[illegible]

[illegible] of Germany ?

[illegible] the bridge ?

[illegible] was constantly moved to the new h[illegible]

[illegible] know that you love them ?

[illegible]

[illegible] friend who in their business deal with Willy ?

[illegible] the family's new home ?

[illegible]

[illegible] going outside with Beneatha's date, George Murchison ?

[illegible] about getting personally involved with her young man [illegible]

[illegible] concerning black and white integrated housing ?

[illegible] to make a profit after he had lost the money Mama had given him ?

[illegible] What stopped him from negotiating with Mr. Lindner ?

[illegible] over the money another problem was somewhat overlooked. [illegible] What was it ?

[illegible] Who was the Greek mythological character, Prometheus ?

[illegible] learned about Africa from this film that you did [illegible]

[illegible] the money [illegible] returned to him , what else had Walter [illegible] that made him happy and proud ?

[illegible] might occur when the Youngers move into their new home.

[illegible] this question correctly you may substitute it for one [illegible]

[illegible] business venture he becomes very bitter [illegible] made up of two kinds of people.

BEST COPY AVAILABLE

APPENDIX C

[illegible] RESOURCES
LIST OF BUSINESSES AND MANUFACTURERS IN PARMA, OHIO

COMPANY	TYPE OF SALES	APPROX. NO. EMPLOYEES	PRODUCT OR SERVICE
ACACIA HEAT TREATING CORP. 5905 W. 130 St., Parma, 30, O. George Chinplas, Pres [illegible]-4800	Local	28	Heat Treating
ADDY AND WHITNEY MACHINERY CO. 9031 Brookpark Rd., Parma 29, O. 351-2092	NE Ohio	6	Distb. New Machi Tools
AMERICAN LADDER MFG. INC. 9111 Brookpark Rd. Parma 29, O. L. H. Winters, Pres 741-3300	Local	3	Mftrs. Ladder & Scaffolding
ANSCO TOOL, INC. 1219 Brookpark Rd. Parma 9, O. Arnd Amundson, Pres 661-9102	National	35	Mftrs. Tools, Dies & Special Machinery
BEST REBUILT CO. 3333 Brookpark Rd. Parma 34, O. Joseph J. Kloshucki 749-6500	State-wide	6	Distb. Transmission Auto. Parts, Sales & Service
CALIF. ELEC. CONST. CO. INC. 7733 Ridge Rd. Parma 29, O. George L. Kane, Pres 843-6522	Local	25	Electrical Contr
CARBIDE TOOLS, INC. 4005 Brookpark Rd. Parma 34, O. William Sandy, Pres 741-4055	Local	15	Tool Mftrs.
CHEVROLET-CLEVE. DIV. GEN. MTRS. Brookpark & Stumph Rds. Parma 30, O. Sidney Smith, Plant Mgr. 265-5000	National	7200	Auto Parts
CHEVROLET MTRS. DIV GEN. MTRS. 12900 Snow Rd. Parma 30, O. W. L. Lawlor, Zone Mgr. 265-5640	National	110	Parts Whse. Zone Sales Office
COWGILL PRINTING CO. 4827 Brookpark Rd. Parma 34, O. Howard Cowgill, Pres.	Local & Out of town 741-2076	10	Printing
EINHEIT ELECTRIC CONST. CO. 5611 Pearl Rd. Parma 29, O. Herbert C. Einheit, Pres 886-1600	Local	50	Electrical Contractors
GRAVELY-OHIO CO. INC. 2827 Brookpark Rd. Parma 34, O. Robert Baer, Pres 749-4141	Local	12	Sales & Serice Tractors, Lawn Mowers, Snow Removal Equip., San & Salt Spreaders, Power Brushes

BEST COPY AVAILABLE

-M-

COMPANY	TYPE OF SALES	APPROX. NO. EMPLOYEES	PRODUCT OR SERVICE
GUARANTEED ROOFING & SHEET METAL CO. 4103 Snow Rd. Parma 34, O. J. R. Heneyer 884-2800	Local	20	Roofing & Sheet Metal
MILAN TOOL CO. INC. 8989 Brookpark Rd. Parma 29, O. Emil Milan, Pres. 661-1078	National	40	Tool Mftrs. Special Cutting Tools & Experimental Parts.
PARMA CUT STONE, INC 11320 Brookpark Rd. Parma 30, O. Charles Camp, Jr. Pres 267-3320	Local	7	Building Stone
PARMA HOME BAKERY 5445 Ridge Rd. Parma 29, O. Jensen Bros. Proprs. 884-4260	Local	35	Breads, Pastries, Cakes & Specialities
PARMA LUMBER 5245 W. 130th St. Parma 30, O. Leonard P. Siegelman, Pres 267-2300	Local	No Report	Lumber Sales, Remodeling
PITTSBURGH TESTING LABORATORY 1715 Brookpark Rd. Parma 9, O G. F. Bigham, Dist. Mgr 749-3655	International	No Report	Testing & Inspection Services
PRUTTON CORP 5295 W. 130th St. Parma 30, O. D. H. Prutton, Pres 267-2333	National & International	12	Mach. Mftrs. Planetary Thread Rolling, Dies
RAPISTAN OF CLEVELAND, INC. 1819 Brookpark Rd. Parma 9, O. R. E. Devries, Pres 524-6210	Local	12	Conveyors, Conveyor Systems, Industrial Casters
RIDGE MACHINE CO. 5325 W. 130th St. Parma 30, O. William L. Kuna, Pres 267-3333	National	25	Die Casting Machinery
RISH EQUIPMENT CO. 9255 Brookpark Rd. Parma 29, O. . F. Stanton, Dist. Mgr 749-4200	Local	45	Construction & Industrial Distributors
IDGEWOOD MFG. CO. 205 Brookpark Rd. Parma 9, O. lter Obudzinski, Pres 749-4200	Local	17	Screw Machine Products
HLAND ORGANS 705 Marlborough Ave. Parma 29, O. tto Ruhland, Pres 884-1940	National	6	Organ Building & Repairs
EEDLINE CO. 723 Brookpark Rd. Parma 9, O. lfred M. Nagy, Pres 741-[illegible]	National	12	Tool Design

BEST COPY AVAILABLE

COMPANY	TYPE OF SALES	APPROX. NO. EMPLOYEES	PRODUCT OR SERVICE
UNION CARBIDE CORP. PARMA RES. CEN. 12900 Snow Rd. Parma 30, O. Dr. R. C. [illegible] Dir. of Research [illegible]		375	Research
WACO MFG. CO. 5251 W. 130th St. Parma 30, O J. R. Olsen, Plant Mgr. [illegible]-5240	National	60	Mftrs. Portable Green Houses, Steel Scaffolding, Bleachers
ZACCARIA, INC. 7941 W. Ridgewood Dr. Parma 29, O. Frank J. Zaccaria [illegible]-4010	Local	7	Mftr. Repairi Restyling Furs

BEST COPY AVAILABLE

APPENDIX D

My Schedule

Name______________________ Grade________ Sec.________

Address______________________ Phone________ Locker No.______

SHORT MODS			LONG MODS	
TIME	MOD	ASSIGNMENTS	MOD	TIME
8:00 AM	1		1	8:00 AM
8:45	2			
	3		3	9:00
9:30	4		4	
	5		5	10:00
10:15	6		6	
11:00	HR		HR	11:00
11:15	7		7	11:15
12:00 PM	8		8	
	9		9	12:15 PM
12:45	10		10	
	11		11	1:15
1:30	12		12	
2:15	13		13	2:15
3:00	14		14	
	15		15	3:15
			16	
3:40		Close of School		4:00

APPENDIX E

BEST COPY AVAILABLE

Pass-Fail Program

Many high school students do not enroll in certain subjects which could be of value to them because the subjects are a threat to their academic record and/or class rank.

The option to take work on a "Pass-Fail" basis instead of the traditional A,B,C,D, or E marking system normally used in the class is offered to students so that they can take a course which offers a greater challenge and opportunity to work for improvement of their learning capabilities and knowledge without receiving a traditional grade.

The following guidelines will be in effect for this program:

1. The "Pass-Fail" option may be exercised for any course which appears in the curriculum.
2. Only one unit of credit or less may be selected on a "Pass-Fail" basis each year. This may be in addition to those subjects taken where "Pass-Fail" is mandatory.
3. Students are required to declare their intention of taking a course on a "Pass-Fail" basis by Friday of the sixth week of school.
4. Student is to obtain an application from his counselor. He is to make certain that the required information is completed and that the necessary signatures have been obtained. It is then to be returned to his counselor for processing.
5. Counselor will notfy classroom teacher of student's decision to take the course on a "Pass-Fail" basis and then have application filed in student's folder.
6. Once student has made the decision to be graded on a "Pass-Fail" basis, he may not receive letter grades during any marking period or at the conclusion of the course.
7. The student must meet all requirements for such courses including the completion of tests.
8. Student should achieve satisfactory work and exhibit a definite effort for self-improvement in order to receive a mark of "Pass" as well as receive credit.
9. "Pass-Fail" marks will not be figured into point average or class rank.
10. Students receiving a failing grade under this option will not be considered for National Honor Society.
11. Student who withdraws from a course taken on a "Pass-Fail" basis must follow the withdrawal procedure established for courses taken on a regular basis.

PROGRESS REPORTS

A committee was formed to suggest ways of revising the form and procedure so that the progress reports would serve more effectively their major purposes--to provide the student with an evaluation of his progress to date and permit him to take necessary steps to improve his performance, and to provide home-school communication concerning the student's progress. The committee, consisting of nine students, seven teachers and three parents, has developed the attached progress report form which it feels will provide helpful information and give students and parents a complete evaluation of a student's work.

While a suggestion was made that progress reports be eliminated, the majority felt that students, parents, and teachers would benefit from the communication if it could be handled efficiently and fairly. Most parents are concerned about the school performance of their children and are willing to cooperate in improving the student's work. Some teachers expressed reluctance to spend two class periods in conferences with the students; however, the benefits to both teacher and student of such communication should outweigh the disadvantage of extra planning.

It was generally felt that the present form contains unnecessary ambiguities and inappropriate categories. The committee recommended a much simpler report. A progress grade will indicate to student and parent a more exact evaluation of work up to progress report time. The progress grade does not assign a report card limitation. It is merely a tentative evaluation and would be affected by the student's performance during the remainder of the course. Because the absence record is so often a factor in the student's achievement, the progress report includes space for reporting the exact number of class periods which a student has missed.

Parents and students agreed that the most meaningful part of the progress report is the comment. Teachers also felt that in order to be helpful the report should contain specific suggestions for what the student should do to improve his class performance. Therefore, the recommended form contains provisions for both of these. The effectiveness of the report will depend to a large extent on the care and thought which the teacher uses in preparing this part of the report.

The student as well as the teacher will sign the progress report to indicate that he has seen the report and discussed it with the teacher. There will also be a space for the signature of the parent if the teacher requests it.

The progress report will be prepared in triplicate. The original goes to the student to be taken home, or it may be mailed if the teacher feels that is necessary. A copy goes to the counselor so that he may be informed of student performance and take any indicated action. The third copy is the teacher's copy. The size of the form is such that it will fit as a part of the student's cumulative record and will also fit into an envelope if mailing is necessary.

The recommendation submitted by the Progress Report Committee was reviewed and accepted by the Principal's Advisory Committee of Teachers, Parents, Students and Administrators. Dr. Lewis and other principals reviewed it and approved it as a Pilot Study for 1973, 1974. The guidelines for Progress Reports should also be followed as their intent is consistant with this application.

APPENDIX F

Topic: E.T.I. Job Placement Bureau

Lessons & Objectives	Procedures
	Note: The 12th grade Self-Assessment and Career Exploration unit to be introduced approximately March 1st. The experiences that the students have in this unit will directly assist them in acquiring full-time jobs after graduation. It is for that reason we suggest the teaching of this unit as close to graduation as possible. Also Note: This is *not* simulated activity--the students will create an operational and functional job placement bureau for graduating E.T.I. students.
1. The student will cite 4 components of a job placement bureau and describe the duties and functions of each one.	1. Ask a speaker from the vocational department such as a counselor or O.W.E. to speak to the class about how a placement bureau functions. He should spend the majority of a period describing in detail every facet of placing a person into gainful employment. It is suggested that the speaker has two weeks advance notice. 2. Divide the class into small groups. These groups will work together throughout the entire unit. One person will be designated as group leader. If at all possible, one automobile should be available for each group. Past experience seems to indicate that most E.T.I. students do drive and have transportation available to them. 3. A student will be selected to act as general supervisor for this project. His duties will include: post job leads, keep records, help the classroom teacher, and direct group leaders.
2. The student will simulate the answering of a want ad by phone and in person. In the phone conversation he will include the 5 criteria necessary for the proper answering of a want ad by telephone: talk to the person named in the ad. 1. Talk to the person in the ad. 2. Tell him what you are calling about. 3. Answer his questions about your background and experience.	1. Students should be given instruction on making proper verbal contact with employers. This can be accomplished by using the Ohio Bell's Tele-Trainer available from Ohio Bell at no cost--they will deliver it to the school and also pick it up. Role-playing can also be used in this activity. When applying in person he will act according to the following 12 criteria. 1. Look right. 2. Dress right. 3. Go by yourself. 4. Bring what you need. 5. Sit up straight. 6. Be ready to answer questions. 7. Don't talk about personal problems. 8. Be respectful. 9. Use good English. 10. Don't smoke or chew gum. 11. Know the questions you want to ask. 12. Find out what you should do next. Don't be confused by all these tips. Above all, be calm and don't worry too much!

ssons & Objectives	Procedure
4. Find out what you need to know about the job. Where is the business located? What are the hours? What work will you be doing? What is the pay? 5. Be sure you get the address and the name of the person you are supposed to see. Write it down so you won't forget. Have a paper and pencil ready before you call. 6. Find out when you should go there.	
2. The student will fill out the E.T.I. Job Placement Bureau's plication form.	1. All students in the class will complete the work application. (See Form A) that will be filed in the placement office (The E.T.I. classroom) and kept by the student supervisor. Students can refer to their personal profile if needed. (Profiles will be available in 1972-73 school year)
3. The student will go on at least 3 mini-field trips to businesses and industries in Cuyahoga County and fill out a "contact summary sheet" for each one.	1. The students will now be told that they will be surveying the local area for job opportunities for themselves and others in the E.T.I. senior class. The classroom teacher will suggest to the groups the different methods of finding job leads. 1. newspaper ads. 2. telephone-yellow pages 3. friends and relatives. 4. Window ads 5. radio and TV 6. mini-field trips. 7. unions. 2. At this time the classroom teacher will explain in detail to the class about the mini-field trips that the individual groups take during the unit. He will explain the use of the contact summary sheet for each visitation (See Form B) He will also explain the accepted ground-rules for making mini-field trips. Each field trip is complete only after the contact form is completed. Forms will be placed on file with the student supervisor.

Lessons & Objectives

Procedure

3. Students will be shown the use of this "Job Resource Card." This card will be used to obtain and record actual job leads. The student supervisor will place the cards on a prescribed bulletin board visible to all senior E.T.I. students.
4. The many experiences of meeting employers and talking to adults will generate a multitude of questions suitable for good discussions. Every few days time should be set aside, with the class to talk about these experiences.
5. At this point in the unit the teacher will begin to hold individual conferences with every student. Some determination will have to be made as to the student's fitness for taking on a full-time job. Some students will need additional testing to firm-up their work attitudes. Others will need encouragement. At this point, it may be necessary to practice interviews. The teacher can review the most asked questions from employers included in this unit. (See attached.)
6. Where special problems exist in placement of an individual, the teacher should refer the student to the Vocational Counselor.
7. The final assignment for the entire class will be to write an article for the school newspaper relative to their activities. The information that was gained regarding the employment outlook will be of great value to other seniors looking for permanent work after graduation.
8. The ultimate objective of this unit would be the placement of some E.T.I. students from the "contact summary sheets" they obtained through their mini-field trips.

Form A

APPLICATION FOR EMPLOYMENT

Date________________
Full Name (print)________________________________ Phone________________
First Middle Last

How long have
Address__________________________________ you lived there?________________
No. Street City Zone State

Do you own your own home________Yes ________No

In an emergency,
notify: Name________________________Address________________Phone____________
How much do you expect to make?____________ Do you want a permanent job?___________
_______Single _______Engaged __________Married ______Widowed _______Divorced
_______Separated No. of children_______ Ages________Other dependents____Ages__
Social Security Number________________________Date of birth________________________
_________U.S. Veteran ____________In Reserve ______________In National
Current Draft Classification____ Guard
Type of Discharge ____________Honorable ____________Otherwise
Circle last year of school completed:

Date
Grammar 1 2 3 4 5 6 7 8: High School 1 2 3 4: College 1 2 3 4: Completed__________

1. PRESENT OR LAST JOB (Include part-time and temporary jobs)
   Company________________________Address______________________________________
   No. Street City State
   Your Job____Hourly rate $____________
   From________To__________ Reason for leaving______________________________
   Mo. Year Mo. Year
   Supervisor's name____________________________His title________________________
2. NEXT TO LAST JOB (Including part-time and temporary jobs)
   Company________________________Address______________________________________
   No. Street City State
   Your Job____Hourly rate $____________
   From________To__________ Reason for leaving______________________________
   Mo. Year Mo. Year
   Supervisor's name____________________________ His title________________________

Have you ever been arrested?________No __________Yes Where?______________________
City State
Charge(s)__________________________________How settled________________________
Are you willing to be fingerprinted? __________Yes __________No
Are you willing to have us make a credit check? __________Yes __________No
Are you currently a member of any social, fraternal or business organization?________
Which ones?____
On what date could you start work?____
I understand that if I am hired any intentional misstatements on this form are grounds for my immediate discharge.

Signature____

Form B

BUSINESS AND INDUSTRIAL CONTACT SUMMARY

DATE: ____________________

VISITED: ____________________

ADDRESS: ____________________ PHONE: ____________________

CONTACT PERSON: ____________________ TITLE ____________________ PHONE: ____________________

DESCRIBE NATURE OF BUSINESS ____________________

____

NUMBER OF EMPLOYEES: Men ____________________ Women ____________________

PLANT DESCRIPTION (Kind of machines, etc., working conditions): ____________________

____

____

APPRENTICESHIP OR TRAINING PROGRAM: ____________________

____

____

HIGH SCHOOL SUBJECTS REQUIRED: ____________________

TYPES OF EMPLOYMENT OPPORTUNITIES (Entry & Promotional): ____________________

____

HIGH SCHOOL SUBJECTS REQUIRED: ____________________

PROMOTIONAL POLICIES: ____________________

____

____

____

EMPLOYMENT OUTLOOK: ____________________

____

COMPANY BENEFITS: ____________________

____

____

STATUS WITH MILITARY: ____________________

VISITED BY: ____________________

JOB RESOURCE CARD Form C

DATE__________________

COMPANY____

ADDRESS____

PERSON TO CONTACT____________________PHONE NO.____________

HOURLY WAGE________HOURS____________DAYS M T W R F S

JOB DESCRIPTION____

____

________________________________MALE__________FEMALE______

REFERRED BY____

Form D

1. Is this a permanent job or it one which is of a temporary or seasonal nature?
2. What is the policy of the company in regard to promotion from within the ranks?
3. Does the company have a training program in which I might participate?
4. Does the company have a pension or retirement system, hospitalization and insurance plans for its employees?
5. Does the company have a set schedule of salaries for the various job classifications?
6. Are salary increases based on merit, promotional examination or length of service?
7. How soon after the interview will I know whether I am hired?
8. What is the concept of the ideal boss?
9. Do you have friends or relations working for our company?
10. Have you ever been in trouble with the law?
11. Are you free to travel? Would you be willing to relocate?
12. What in your opinion especially qualifies you for the job?
13. What books or magazines do you read?
14. Have you ever been fired from a job? If so, why?
15. Are you in a position to work overtime when necessary?

16. What is your draft status?

17. Do you suffer from any allergies or recurring illnesses?

18. What salary are you expecting?

19. Do you have any outstanding debts?

20. How far did you go in your formal education?

21. Do you think that this is a field of work you want to stay in?

22. How is your memory for names and faces?

23. Why did you leave your previous job?

24. Do you belong to any professional organizations?

25. Do you own your own home?

26. What do you know about the product and services of our company?

27. Are other members of your family in the same line of work?

28. Who are our competitors in the field?

29. Have you supervised people before? How many?

30. Have you ever been in business for yourself?

31. Do you aspire to start your own business some day?

32. What in your opinion is the value of a college education?

33. What foreign languages do you speak?

34. What traveling time would you have to allow to get to work?

35. What is your marital status?

36. How in your opinion will automation affect the future of our industry?

37. How would you react to working under the direction of a younger person?

38. What do you hope to do when you retire?

39. Are you continuing your education?

40. How do you spend your vacations?

41. Where did you get your professional training?

42. What sports do you excel in?

43. What in your estimation is the outstanding achievement in your life?

44. What are your pet peeves?

45. Is it all right to call your previous employer?

BEST COPY AVAILABLE

Health Education provides opportunities for students to develop knowledge, attitudes, and practices necessary to meet the present health needs of youth and society. It also provides an opportunity for students to develop a concept of health which will be functional in the future.

The health course concentrates on the individual and his relationship to environment, family, and society, and are focused on behaviors required to achieve a level of well-being necessary for optimum functioning. To achieve this, our program offers a sequential arrangement of subject material necessary to meet the varying needs of the individual.

610 TYPING I
This is a full year course open to 10th and 11th graders. By the end of the year, the student should have a mastery of the keyboard and should be able to type a minimum of 30 words per minute with no more than one error per minute on a five-minute timed writing from straight copy. Students should be able to type various business forms.

510 FOODS I
Students learn how foods can be made more nutritious, attractive and appetizing by using their creative abilities.

751 APPLIED FINE ART I
This is the course where they make those beautiful hooked rugs, macrame weavings, enamels, jewelry, ceramics and many other crafts that you can use in your home.

635 WELDING I
Welding I includes basic fundamentals in arc and oxy-acetylene welding. The arc welding method will be covered both in theory and practice. The student will learn to set and operate the arc welding machine and be able to weld all types of metals. Oxy-acetylene process will be covered in theory and practice. Theory will include safety procedures used in handling and use of oxy-acetylene. Brazing will also be covered in theory and practice along with manual oxy-acetylene cutting.

[illegible] TRANSPORTATION II
Transportation II repeats the material covered in the first-year course. However, the detail is much greater. The student will cover [illegible] automotive [illegible] and how they work. [illegible] three days in shop work [illegible]

87/88

BEST COPY AVAILABLE

665 VOCATIONAL PRINTING
666 The course places emphasis on gaining knowledge and developing skills and
667 proficiency in the following areas of layout-design, typography, camera
668 operation, stripping, plate making, letterpress, lithography, bindery operations, press operation, and printing management. In addition you will learn a great deal of technology in the manufacturing of ink, paper and film. When you graduate from this program you will have been exposed to most of the modern techniques and processes in graphic communications.

671 WOOD I
672 Students electing Wood I have the opportunity to construct useful projects of their own selection utilizing various materials combined with wood to attain a well-designed item. During the semester or year, one becomes involved in selecting, calculating and purchasing material; measuring and laying out lumber; machining lumber; gluing and clamping lumber; assembling stock and finishing projects. Precision in the use of hand and power equipment is stressed with an emphasis on safe working procedures and conditions.

209 BIOLOGY I - BSCS
210 The Biology course is a study of the interrelationships of many of the living things on the earth. Emphasis is placed on laboratory activities in which the student works on problems. As the student experiments, he is expected to observe, collect data and draw conclusions. Through the studying of populations of other organisms and then relating them to mankind, the student will become aware of some of the major issues facing society; such as the various forms of pollution, extent of natural resources and the population explosion.

91 GERMAN I
Stresses speaking and understanding through the drill of 400 basic sentences. A solid grammar foundation is started on this level.

[illegible] ALGEBRA I
This course is designed for the student who is not sure of his abilities in mathematics and just what direction he intends to follow in high school studies. Algebra I Level I will include all the concepts offered in a first-year algebra course but will be presented in a less formal setting. The course will be presented in a much slower fashion allowing each student an opportunity to learn algebra in spite of his individual differences.

APPENDIX H

BEST COPY AVAILABLE

CLUBS

AMERICAN FIELD SERVICE
ART CLUB
ASTRONOMY CLUB
BOYS' BOOSTERS
GIRLS' BOOSTERS
B'S BUNCH
CHEERLEADERS
CHESS CLUB
CHIEFTAIN
COOPERATIVE HOME ECONOMICS CLUB
COUNCIL ON HUMAN RELATIONS
DEBATE TEAM
DRAMATICS-THESPIANS
FRENCH CLUB
FUTURE NURSES
FUTURE TEACHERS
GERMAN CLUB
BOYS GYM LEADERS
GIRLS GYM LEADERS
BOYS INTRAMURALS
GIRLS INTRAMURALS
INTER-ACT
KEY CLUB
LAMPLITERS
MINDWINDS
MEDIA SERVICE CENTER
MATH CLUB
MUSIC ORGANIZATIONS
MAJORETTES
NATIONAL FORENSIC LEAGUE
NATIONAL HONOR SOCIETY
PAPOOSE CLUB
QUILL AND SCROLL
RUSSIAN CLUB
SKI CLUB
SPANISH CLUB
SOCIEDAD HONORARIA
HISPANICA
SPECTRUM
STAGE CREW
VOCATIONAL INDUSTRIAL
CLUBS
COE
DISTRIBUTIVE ED. CLUBS
IOE SECRETARIAL
IOE TYPING - CLERICAL
OWE
W.T.I.P.
Y-TEENS
INDIVIDUAL ESSAY CONTEST

BEST COPY AVAILABLE

SOCIAL PROGRAM

"Happiness is the meaning and the purpose of life, the whole aim and end of human existence."
-- Aristotle

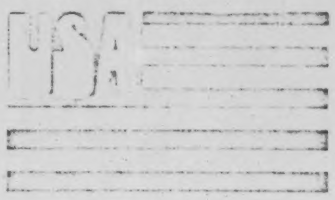
BEST COPY AVAILABLE

CHIEFTAIN

The Chieftain is the Parma Senior High School newspaper. It is published bi-monthly by a staff of students under the guidance of the faculty advisor. The Chieftain provides current news and carries items of special interest regarding activities and the students of Parma Senior High. It provides a platform for student editorials regarding student government, curriculum and other phases of school life. Yearly subscriptions are just $2.00 and they may be purchased in the cafeteria or the Activities Office during the beginning of each school year.

DEBATE TEAM

The Debate Team is made up of students of the debate class, which meets first semester, and members of the Debate Club. The only requirement is that the members of the team be interested and be able to relinquish their Saturdays. There is no age limit for the team members. Placement on the team is determined by a debator's experience, ability, and availability. The two teams, varsity and novice, are made up of four members each -- two affirmative and two negative speakers. The teams speak on a national topic or issue which is submitted by speech teachers and members of the National Forensic League. The Debate team is open to those in debate class and those who cannot fit debate class into their schedule. The students who do not take the debate course can be members of the team. The club is open to any student who is interested in debate.



DRAMATICS - THESPIANS

The Dramatics program at the high school functions on both a curricular and an extra-curricular basis to provide theatre training and experience for a large number of students. Three full-length plays are presented in the Little Theatre [illegible] three performances each. Try-outs for these plays [illegible] open to sophomores, juniors and seniors, and an effort is made to include some beginners in each cast. In addition to these major, faculty-directed productions, several short plays are usually student directed each year. For all of these shows students have the opportunity to participate in backstage crews and to learn costuming, make-up, publicity, and design. Three theatre courses are offered as part of the English Department's offerings; Introduction to the Theatre, Acting, and Play Productions. In the first two courses, students are given general background and basic training in the fundamentals of acting. In the Play Production class students study advanced acting techniques and directing, and the better students are given the opportunity to direct plays on their own. Although formal class training is not required for participation in the major productions, the experienced students from the classes usually carry the heaviest responsibility in the extra-curricular productions. Through outstanding work in the theatre classes and through production in the extra-curricular program, students earn points toward membership in Troupe 461 of the International Thespian Society, a national honorary society for student actors. There are no regular "meetings" of any group since our student actors are usually very busy with the current production. Rehearsals are held from 6:30 until 9:30 P.M. on Tuesday, Wednesday, and Thursday nights for about six weeks before a major production. The theatre program is a very active and demanding one which is always seeking the skills and talents of all types of students as long as they are not afraid of hard work.

AVAILABLE

DRILL TEAM (SQUAWLETTES)

The Parma Squawlettes consists of around 25 drill members. They are half-time entertainment at basketball games. Some of the money making projects are car washes, bake sales, candy and button sales which help pay for drill camp that some of the girls are appointed to during the summer. Try-outs for the Drill Team are held in spring.

FRENCH CLUB

The French Club meets monthly. Anyone having had two years of French or currently enrolled in French is eligible for membership. Dues are $1.00 per year, payable at the September or October meeting and are used to defray refreshment expenses. Refreshments, usually of a French nature, are served every other meeting. On alternate meeting times, the members play games (in French) or see slides and/or filmstrips on France. One of the high points of the year is a dinner of French food.

FUTURE NURSES OF AMERICA FNA

Future Nurses is an organization with the purpose of interesting students in and providing information to students who are thinking of going into any medical profession. During the year students perform several social activities for members. Speakers from various medical professions and branches, fieldtrips, and movies are highlights of meetings. The Club raises money during the year and presents a member with a scholarship at its final banquet. The club meets twice each month after school from 4:15 to 5:00. Anyone interested in nursing or a medical profession is welcome to attend.

FUTURE TEACHERS OF AMERICA FTA

F.T.A. is an organization of high school students and teachers working together to further the interest in education and affiliated careers. F.T.A. encourages interaction among peoples of all ages, ethnic, and cultural backgrounds. The club brings together those interested in gaining knowledge and experience in all fields of education.

GERMAN CLUB

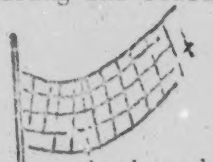
The German Club of Parma Senior High School promotes and encourages its members to learn more about the people and customs of Germany and to advance the study of the German Language. It meets the second and fourth Monday of the month. The members pay a yearly assessment of $1.50, which makes them eligible to participate in the organizations functions. Yearly the club participates in the All School Party. In the late spring there are two main functions -- a dinner at a local German Restaurant and the German Club Picnic. In the beginning of the school year the club sells various articles in order to raise funds to be used for the picnic and the dinner as well as purchasing things which could be used in the German classes.

THE
HURRIDER
I GO
THE
BEHINDER
I GET.

BEST COPY AVAILABLE

INTRAMURAL - BOYS

The boys intramural program was primarily designed to encourage boys to manage, officiate, and participate in physical activities as a part of their overall educational program. The aim of the intramural program is to reach as many students as possible, in sports that will not only have an immediate recreational value, but a value which will last long after school is finished. The Department of Physical Education, and the Intramural Director, will provide additional activities based on the needs and interest of students. Members of either the Varsity or Junior Varsity teams are not eligible to participate in the intramural program during the season for that sport.



INTRAMURALS - GIRLS

Girls Intramurals are regularly scheduled throughout the school year. We offer a variety of activities that usually coincide with the regular physical education program. When attending intramurals you are eligible for our awards based upon the accumulation of total points.
For each activity we elect a student secretary or sport head and they are in charge of the publicity and bulletin boards. The secretary will receive extra points and she is to meet with the Intramural advisor at least every week. The activities we offer depend mostly on what you the student desires.

For example they have included:

- basketball
- gymnastics
- horseback riding
- swimming
- softball
- tennis
- volleyball
- and many others

INSTRUCTIONAL MEDIA CENTER

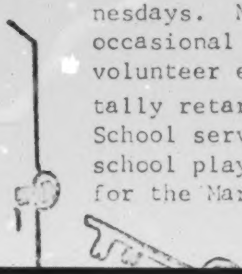
The Instructional Media Center combines the operation of the library and the audio-visual services section. Serving the students and teachers with print and non-print instructional materials from two offices, the new construction planned for completion in the near future will accomodate both areas in the same room space. It will be designed and equipped to serve students and staff more reliably with expanded services in all areas.

INTER-ACT

Inter-Act provides opportunity for young people to work together in a world fellowship dedicated to service and international understanding. Its main sponsoring body is the Rotary Club of Parma. Inter-Act is a worldwide organization whose main purpose is serving others. Inter-Act is designed for YOU.

KEY CLUB

Key Club is a "junior Kiwanis" school and community service club, open to interested sophomores, juniors, or seniors. It is sponsored by the Kiwanis Club of Parma. There is an annual $2.50 dues to cover International dues. Jackets including Key Club insignia may be purchased but are not mandatory. Meetings are held at 7:30 P.M. on Wednesdays. Movies are often shown at the meetings with occasional guest speakers. Community service includes volunteer escort duty at the Broadview Center for the mentally retarded, contribution to Parma Hospital, etc. School service projects include ushering for concerts and school plays, landscaping, ushering and selling tickets for the Marine Band concert at Parma.



BEST COPY AVAILABLE

NATIONAL HONOR SOCIETY NHS

The National Honor Society is a National Honorary Club consisting of no more than 15% of the Graduating Seniors with a 3.25 accumulative point average or better and have also the characteristic traits designated by teachers of scholarship, leadership, character, and service. The club, being honorary, does not really exist to perform any real activities. The only one activity that it does perform is a money making activity (such as a candy sale) to make money to help pay for pins, badges and extras for the inductions. Dues are also collected for these purposes. We hold meetings whenever necessary to plan for the activities and inductions and selecting of future officers. Officers include President, Vice President, Secretary, and Treasurer.

PAPOOSE'S CLUB

The purpose of this club is to:

1. Promote the Winter Sports program at Parma Senior High School.
2. To foster and encourage school spirit and friendship among the teenagers of our school.

Membership in the club is limited to girls in the senior class.

QUILL AND SCROLL

Quill and Scroll is the international honor society for high school journalists. Students who work on any of the three Parma Senior High School publications: Chieftain, Mindwinds, and Spectrum, can have the privilege of being nominated and initiated into this honorary.

RED CROSS CLUB

Red Cross is correlated with class time activity in Clothing class. Students use their sewing skills to aid in making articles for the Red Cross which will be used to aid disaster areas in the world. There are no club officers and no dues.

RUSSIAN CLUB

The Russian Club of Parma Senior High is open to any sophomore, junior, or senior student. Membership is not only limited to the students and former students of Russian, but to anyone having an ancestral interest. Activities of the Russian Club include a Russian dinner, involvement in the All School Party, bake sales, and a service project. There are two meetings each month on the second and fourth Wednesdays after school (4:15). Dues are $1.00 collected in September - October for the purchase of refreshments at the meetings.

BEST COPY AVAILABLE

WRESTLING CLUB (LUCTATUS)

Luctatus is a club designed to promote wrestling in the school community. Anyone interested in joining may. Being a team member is NOT necessary.

Y-TEENS

Y-Teens is an organization for girls designed as a service club, which provides opportunities for its members to help their school and community. The goals of Y-Teens are: To grow as a person; to grow in friendship with people of all races, religions and nationalities and; to grow in the knowledge and love of God. Meetings are held on the first and third Monday of each month. Membership in Y-Teens also allows the girls to use the Y facilities at no extra cost.

COE CLUB

COE

Cooperative Office Education (COE) is open to seniors who are interested in obtaining actual office experience while still in school. The student who applies for COE must have a skill which is used in a business office. It could be one or several of the following: typing, shorthand, bookkeeping, data processing, filing, machine operating, etc.

The COE club is an integral part of the Cooperative Office Education program. Meetings are held every other Friday during the class period. Our local club is affiliated with the regional, state, and national Office Education Association organizations. Affiliation with OEA affords the student the opportunity to enter the skill contests at the various levels, and to attend the convention in Columbus. OEA members may also run for regional or state officers.

COE members also belong to Northeastern Ohio Cooperative Office Education Clubs (NEOCOEC) and are entitled to attend the all-night convention which is held annually at

Conference.

Activities at the local level are planned by each group. The club tries to have at least one of each of the following activities: social, cultural, and service.

A highlight of the year is the Employer-Employee banquet which is a joint effort of the COE clubs from Parma, Valley Forge, and Normandy

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

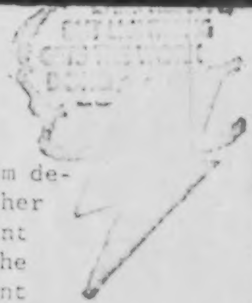
DECA

Distributive Education Clubs of America (DECA) is the youth organization designed to help the student grow professionally and socially. The Club is an affiliate of the Ohio and National DECA, electing officers and conducting business by parlimentary procedures. Dues for State and National affiliation are $3.50 and the local dues are optional. This affiliation entitles members to compete in such areas as Job Interview, Public Speaking, Free Enterprise, Salesmanship etc. Club officers arrange for field trips to local businesses as well as guest speakers from the community. Meetings are held during class. Social events such as horseback riding, canoeing, tobaganning, and picnics and service projects such as Easter, Christmas and Thanksgiving programs for the community are all held after school hours. Club money projects help pay for these projects. The Senior Employer-Employee Banquet is attended by all students and their sponsors paid for by the students in appreciation of the training received. The Juniors begin their orientation to sales by operating the school supply store.

BEST COPY AVAILABLE

OWE CLUB

OWE



The OWE program is a part-time work study program designed for students who are not planning to further their training after high school. The OWE student may be employed at any task judged suitable by the teacher-coordinator and the employer. The student must be 16 years of age and be employable. The program provides work experience and related school experiences which will help an individual become employable after graduation.

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

VICA

To unite in a common bond students enrolled in trade and industrial classes in the various public schools of Ohio. To provide opportunities for the development of leadership in civic, social, and industrial pursuits among the members. To foster high ideals and appreciation for the dignity of work and employment in business and industry. To create among student bodies, faculty members, patrons of the school, and persons in business and industry, a deep interest and esteem for vocational industrial training. To promote high standards of workmanship and scholarship. To offer opportunities for and to stimulate interest in educational and wholesome recreational activities. To understand and encourage the practice of conservation of time, materials and money.

Below are listed the areas associated with the organization:

Automotive
Drafting
Electronics
OWE

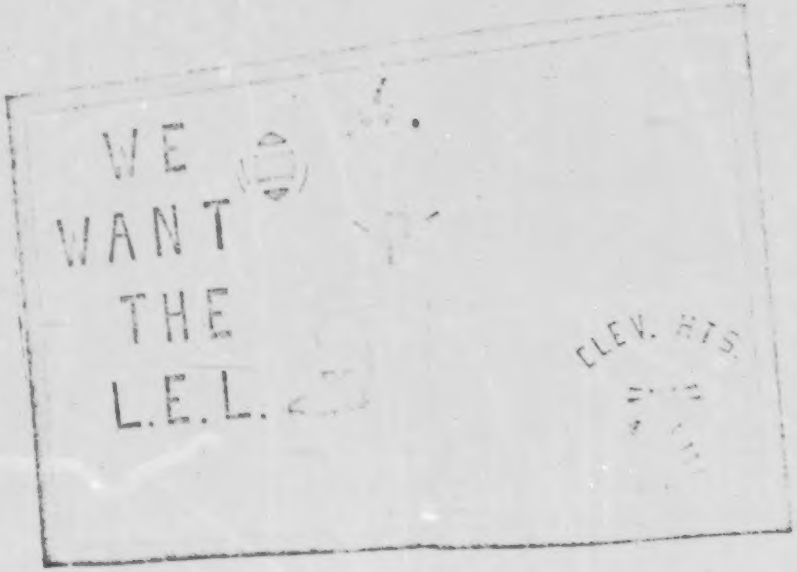
Machine Shop
Printing
Welding

HOCKEY CLUB

The Hockey Club will represent Parma Senior High School for the first time in the Greater Cleveland Hockey League. The team members will pay their own way by sponsoring fund raising projects such as paper drives, candy sales and car washes. They will practice at Forestwood rink mornings from 8:00 to 9:00 A.M. Games will be played at Forestwood on Sunday afternoons. The schedule will be announced. To become a member, contact the club advisor.

SOCCER CLUB

Playing for the first year, the booters will be playing 10 independent games during their fall season. The Soccer Club is self-supporting, holding fund raising projects to support the activities of the group. Practices are held daily on the practice area behind the school. To become a member, contact a member of the club or the club advisor.



APPENDIX I

Goal	Objective	Effectiveness Measures	Predicted Effectiveness
1	1	standardized test 8th grade reading	70%
1	2	teacher observation relevant reading	100%
1	3	classroom activity student will write	80%
1	4	teacher observation dictionary usage	90%
1	5	teacher observation oral expression	50%
1	6	teacher observation confidence in speaking	45%
1	7	teacher observation discussions	50%
1	8	teacher observation listening skills	50%
1	9	teacher observation visual literacy	60%
1	10	classroom project impact of mass media	70%
1	11	written analysis bias in news	45%
1	12	teacher observation ability in non-language medium	80%
2	1	class project/diary value definition	90%
2	2a	written list defense of actions	50%
2	2b	written list identification of value	80%
2	2c	teacher observation source of bias	60%
2	2d	diary entry record of feelings	75%
2	2e	teacher observation personal examination/values	60%
2	3a	classroom activity acceptance by others	80%
2	3b	class activities role playing	90%
2	3c	written work value self-image	80%

Goal	Objective	Effectiveness Measures	Predicted Effectiveness
2	4a	teacher observation contact with others	40%
2	4b	written list value identification	60%
2	5	written scale increase of values	90%
3	1	oral expression observations	80%
3	2	written work record observations	80%
3	3	oral expression state situation clearly	75%
3	4	oral expression compare alternatives	50%
3	5	oral expression evaluate alternatives	60%
3	6	oral expression lack of information	60%
4	1	observation in counseling evaluate interests	80%
4	2	individual observation individual observation	80%
4	4	oral expression select criteria/jobs	80%
4	5	oral expression occupational constraint	80%
5	1a	teacher observation utilize community resources	80%
5	1b	written expression knowledge of community	70%
5	2	teacher observation community service	80%
5	3	written expression guest speakers	50%
5	4	written expression possible occupations	75%
5	5	written expression cultural experiences	70%
6	1a	teacher observation exposure/leisure act.	90%
6	2	oral expression identify activities	80%
6	3	teacher observation experience leisure act.	80%
6	4	teacher observation fundamentals of leisure	80%

Goal	Objective	Effectiveness Measures	Predicted Effectiveness
7	1a	teacher observation raise - self image	75%
7	1b	improvement-communication written evaluation	70%
7	2	teacher observation successful acceptance	75%
7	3	oral expression value clarification	60%
7	4	teacher observation school behavior	60%
7	5	teacher observation investigate vocations	80%
7	6	teacher observation increase confidence	60%
7	7	teacher observation problem solving	60%
7	8	teacher observation use of time	85%
8	1a	teacher observation school conduct	90%
8	1b	teacher observation accept. school rules	90%
8	1c	teacher observation acceptable behavior	90%
9	1a	written evaluation awareness of social problems	60%
9	1b	teacher observation concern w/men's lives	40%
9	1c	written evaluation objective crime posit.	80%
9	1d	teacher observation understanding all people	70%
9	1d	written evaluation value clarification/environ.	90%
9	1f	written evaluation value position/poverty	80%
9	1g	written evaluation value position/war & peace	90%
9	1h	written evaluation value position/population	80%
9	2	written evaluation familiarize with problem	90%
9	3	written evaluation knowledge/base of prejudice	90%

Goal	Objective	Effectiveness Measures	Predicted Effectiveness
9	4	teacher observation exposure to life styles	70%
9	5	written evaluation knowledge of life styles	70%
9	6	teacher observation exposure to ecology problems	90%
9	7	project ecology project	90%
9	8	project explore cost of ecology	90%
9	9	teacher observation exposure to poverty	60%
9	10	teacher observation causes of poverty	60%
9	11	teacher observation exposure to poverty	60%
9	12	project elimination of poverty	60%
9	13	project in-depth knowledge	80%
9	14	teacher observation exposure/ideas of pop.growth	85%

2

ALTERNATIVE PROGRAMS IN GREATER CLEVELAND PUBLIC HIGH SCHOOLS:

A DESCRIPTIVE STUDY

SECTION IX

SHAKER HEIGHTS HIGH SCHOOL: THE CATALYST PROGRAM

by

Suzanne Murray

Presented to

THE MARTHA HOLDEN JENNINGS FOUNDATION

PROJECT DIRECTOR

Sally H. Wertheim, Ph. D.

PROJECT CONSULTANT

William P. Hoffman, Ed. D.

March 1974

TABLE OF CONTENTS

Page

LIST OF TABLES iii

LIST OF FIGURES iv

LIST OF APPENDICES v

CHAPTER

1. INTRODUCTION AND BACKGROUND 1

Introduction 1

Background and Influencing Factors 3

Philosophy 10

2. DATA 16

Location and Physical Facilities 16

Financial Data 18

Student Enrollment Data 21

Staff Data 29

3. PROGRAM AND ITS CURRICULUM AND METHODS 38

4. *STUDENT AND TEACHER INTERVIEWS . . . . *

5. SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT 76

School's Evaluation of Program 76

Problems Noted Within Program 79

Impact 82

Future Plans 84

APPENDICES 88

*This chapter is omitted. Information relating to interviews is contained in Chapters 3 and 5.

LIST OF TABLES

Table Page

1. Community Council Members 1972-1972 6
2. Shaker High Students Using Catalyst Service in the Fall, 1973 23
3. Shaker High Students Using Catalyst Service in the Fall, 1973 24
4. Shaker High Students Using Catalyst Service in the Fall, 1973 25
5. Shaker High Students Using Catalyst Service in the Fall, 1973 26
6. Shaker High Students Using Catalyst Service in the Fall, 1973 27
7. Shaker High Students Using Catalyst Service in the Fall, 1973 28
8. Staff Members 1972-73 30
9. Counselors Use of Catalyst Service in the Fall, 1973 . . . 35
10. Partial List of Catalyst Projects and Area of Credit, 1972-73 41

LIST OF FIGURES

Figure | Page

1. Floor Plan: Catalyst Program November 6, 1973 17
2. Contract--Catalyst Student A 45
3. Log and Diary--Catalyst Student A 50
4. Contract--Catalyst Student B 54
5. Contract--Catalyst Student C 61
6. Contract--Catalyst Student D 64
7. Contract--Catalyst Student E 69
8. Initial Evaluation--Catalyst Student E 72

APPENDICES

Page

A. Interview and Questionnaire Instruments 83

B. Abstract of Proposal 94

C. Report and Recommendations of the Community Council 101

D. Shaker Heights High School Community Council Interview Questions for Parents 115

E. Preliminary Outline for Proposals by Task Forces 118

F. Basic Considerations for Task Forces on Educational Alternatives 121

G. Opinion Survey on Educational Alternatives at Shaker High 122

H. Standards for Defining the School Day 125

I. Catalyst--Shaker Heights High School 126

J. Minutes, Catalyst Staff Meetings, February and April, 1973 127

K. The Catalyst Service--Some Questions and Answers 133

L. Contract of a Catalyst Student 1972-73 135

M. Mr. Trost and Mr. Newby and Their Role in the Catalyst and Six-Hour Day Programs 136

N. Catalyst Questionnaire Used by Kenneth E. Looney, Spring, 1973 139

O. Newspaper articles on Catalyst, 1972 141

CHAPTER 1

INTRODUCTION

History books describing American public education during the 1960's undoubtedly will depict the decade as one where traditional education was under attack by educators and lay persons. Many people concerned about deficiencies in our educational system addressed themselves to finding solutions to these problems. The growing interest and effort by many people to find and institute alternative programs within our public school system was based on the objective of providing higher quality education to a technologically advanced and pluralistic society.

The purpose of this study is to show what one community, Shaker Heights, Ohio has accomplished in providing an alternative to the traditional program in their high school. This study describes the history and operations of the Catalyst service. It was conducted in the fall of 1973. The study is not designed to draw any conclusions or make any evaluations about the program.

The Martha Holden Jennings Foundation who commissioned this study posed six pivotal questions upon this investigation centers. They are:

1. What are the purposes of the program?
2. How and why did the program come into being?
3. What has been its subsequent history?
4. Are there procedures and data in existence to evaluate the program?
5. Does it appear that the objectives are being met?
6. What procedure has been established to disseminate innovation to other schools?

Initially, the researcher spent time reading background information on alternative programs. To obtain a perspective for the study, the researcher reviewed pertinent literature describing alternative programs in other high schools in the United States.

Secondly, the researcher spent approximately eighty hours from October 23 to December 14, 1973 gathering data about the Catalyst service at the Shaker Heights High School and in the community. Using the following instruments and procedures, the researcher:

1. Examined school files and individual's records for information.
2. Attended six student seminars.
3. Attended workshop on Alternative Education held at the Mariott Inn on November 29, 1973 sponsored by Associated Public School Systems.
4. Sat in on several consultations between individual students and Catalyst staff members.
5. Shadow studied five students using the Catalyst service by talking with the students, their sponsors, and the staff, by attending with them their activity, and by reviewing their contract and evaluation.
6. Talked with the following persons using the interview schedules for teacher, counselor and administrator. (See Appendix A)

   Catalyst staff members:
      Mr. William Newby
      Mr. William Trost

   Shaker High School Guidance Counselors:
      Mr. Philip Bachman
      Mrs. Betty Bonthius
      Miss Gladys Burgess
      Mr. Pat Burke
      Miss Patty Gleason
      Mr. Alan Grigsby
      Mr. Ken Looney
      Miss Dorothy Orndorff

Shaker High School Teachers:
    Miss Nancy Hollister
    Mr. David MacNamara
    Mrs. Audrey Stout

Community Resource Person for Catalyst and Shaker Heights Board of Education member (elected November 6, 1973):
    Mrs. Margaret Mitchell

Shaker Heights High School Principal:
    Mr. Fritz Overs

Central Administrative Staff of the Shaker Heights Board of Education:
    Mr. Fred David--Assistant Superintendent
    Mr. Robert Stinson--Director of Special Services
    Mr. Joseph Szwaja--Director of School-Community Relations

7. Reviewed Mr. Kenneth E. Looney's Masters Essay accepted August 8, 1973 by John Carroll University titled, "Alternative Programs within the Traditional School Setting: A Group Case Study of the Shaker Heights High School's Catalyst Program."

The discussion of the Shaker Heights program begins with a look at the events and conditions and background that influenced the founding of Catalyst. This is followed by a statement of the original philosophy behind Catalyst as well as any changes in objectives during its existence.

Chapter 2 deals with data including physical facilities, financial data, student enrollment data, and staff data. Chapter 3 contains the implementation of Catalyst: its curriculum and methods. Chapter 4 has been omitted. The student, teacher, and staff reactions noted during interviews are in Chapter 3 and 5. Chapter 5 describes the School's evaluation, problems noted within the program, the effort Shaker has made to disseminate information to other schools and the community, and any future plans for Catalyst.

Background and Influencing Factors

The origins of the Catalyst program trace back to the 1970-71 school year at Shaker Heights High School. It was in the fall of 1970 that

Dr. William H. Greenham, Principal, some of his staff, students, and parents became increasingly concerned that some constructive evaluation be made of the type and quality of education in the high school. The curriculum had already been modified by a Flexible American studies program, by a Humanities course, by Independent Study Projects, by Senior Projects, and by several mini-courses in Senior English and Contemporary America.[1] But the Shaker community, aware of experiments elsewhere in alternative forms of education, was interested in further investigation.

From the available information, it appears that two of the most important meetings held during the fall and winter of 1970 were those sponsored by the PTA. One meeting took the form of a panel discussion entitled "Education in the Seventies." The panel included the following persons:

Wesley Gabb, Principal, Normandy High School, Parma, Ohio
Rev. Thomas R. Shea, Executive Director, CULC, Cleveland, Ohio
Dr. Kimball Howes, Principal, Lakewood High School, Lakewood, Ohio
Timothy Stevenson, Student, Friends School, Cleveland, Ohio
Louis R. Salvator, English teacher, Cleveland Heights High School
William H. Greenham, Principal, Shaker Heights High School[2]

At the other PTA meeting students, parents, and teachers led by Dr. Greenham discussed the possibilities and methods of planning for the future of education in the high school. These PTA programs demonstrated and further aroused the community's interest in the need for further planning. It was decided to create a Community Council to evaluate and make plans for the future of Shaker Heights High School.

On March 7, 1971, a proposal was submitted to the Martha Holden Jennings Foundation asking for financial support for the Community Council.[3]

Dr. Greenham had already obtained financial support ($8,200) from the Shaker Heights Board of Education. The Jennings Foundation accepted the proposal and made a grant of $8,410, and the Community Council became a reality in June, 1971. It was through the efforts of this Community Council in 1971-1972 that Shaker's alternative program, known as Catalyst, came into being.

Pages 2-3 of Appendix B, "Abstract of Proposal", "Statement of the Problem", contain a review of the school community in 1970-1971 and a summary of factors which influenced the staff to see a need for alternative programs. Dr. Greenham and his staff at Shaker High School felt strongly that a need existed to develop appropriate programs for different groups of students.

The first Community Council meeting was held on June 17, 1971. The minutes describe it as an organizational meeting with Dr. Greenham presiding. Table I on the following page, Community Council Members 1971-72, lists the 28 members of the Council and how they became members.[4]

On June 22, the following officers were elected:

Mr. William Trost	Chairman
Miss Nancy Goulder	Co-chairman
Mrs. Crystal Gifford	Recording Secretary
Dr. Edward McMillan	Executive Secretary

The Council reviewed the summer activities. Information was prepared during the summer for the next full Community Council meeting to take place in September. Students reviewed background literature and prepared an annotated bibliography on alternative education. Students also interviewed parents using the questions found in the Appendix D, "Interview Questions For Parents" Results of the interviews which involved the following topics

TABLE 1

COMMUNITY COUNCIL MEMBERS 1971-1972

14 STUDENT MEMBERS (Originally all Student Council members; later replacements were appointed by original members)

Sue Braham, Senior
Paul Campbell, Junior
Holly Federico, Junior
Charles Fox, Junior
Randall Ginn, Junior
Nancy Goulder, Senior
Zachary Green, Sophomore
Ira Kaplan, Senior
Alan Mooney, Sophomore
Elliot Negin, Senior
Kim Ringler, Senior
Jessie Roberson, Senior
Sally Rocker, Senior
Helen Takacs, Sophomore

4 TEACHER MEMBERS (Elected by the faculty)

Mrs. Crystall Gifford, Business
Mr. Kenneth Looney, Counselor
Mr. David McNamara, Science
Mr. William Trost, Mathematics

5 ADMINISTRATOR MEMBERS (Appointed)

Mr. Kenneth Caldwell (Assistant Principal)
Dr. William Greenham (Principal)
Dr. Edward McMillan (Administrative Assistant, Central Office)
Mr. Robert Mohney (Dean)
Mr. Allen Zimmerman (Dean)

4 PARENT MEMBERS (Appointed through the PTA)

Mrs. Juanita Dalton
Mrs. Jane Jackson
Mrs. Jeannette Lenkoski
Mrs. Margaret Mitchell

were reported to the Community Council.

Most worthwhile current courses and programs
Least worthwhile current courses and programs
Common characteristics of good teachers
Future programs
Grading and evaluation
Student involvement in curriculum planning
Goals in teaching[5]

October 1971 was spent in self-education by the Community Council. It met weekly and heard consultants speak on alternative programs. On October 6, Father Thomas Shea, Principal of Cleveland's "School Without Walls", CULC, gave a presentation. On October 22, Dr.Jerry Olson, Assistant Superintendent for Vocational Education in the Pittsburgh Public Schools, looked at Shaker's offerings and talked about possibilities and practicalities of various Vocational Education programs. Mr. Robert B. Schwartz, former Principal of John Adams High School in Portland, Oregon conferred with the Community Council. Members of the Council visited New Trier High School, Evanston, Illinois, the Baldwin-Whitehall school district near Pittsburgh, Glen Oak School and CULC in Cleveland.

On October 28-29, the Council held a retreat at the Mt. Augustine Training Center, West Richfield, Ohio, where reports based on school visits, interviews, and conversations with consultants were made on two basic questions: "Where we should be in September, 1972" and "How do we get there".[6]

As a result on November 11, four task forces were organized. These were called:

1. Vocational-occupational
2. Classical-traditional
3. Informal-flexible
4. "School Without Walls"-transition[7]

Their job was to work in depth on specific areas of planning and to submit plans to the Community Council for discussion and approval. One purpose of the task force approach was to provide additional input by involving more people on the committees. They met frequently and used the instruments which are found in the Appendix E, "Preliminary Outline for Proposals by Task Forces," Appendix F, "Basic Considerations For Task Forces on Educational Alternatives," Appendix G, "Opinion Survey on Educational Alternatives at Shaker High." On November 23, the task forces headed by Randy Ginn, "School Without Walls"-transition, presented to the Community Council the idea of a program to meet the needs of: 1) those who have superior educational motivation and who would like the opportunity to leave high school to gain additional experience and 2) those who are underachievers.[8] It is in this November 23rd task force report that the beginning of the alternative program that was to be called Catalyst can be found.

In December each Task force presented to the Community Council a statement of goals and means of implementing them. The faculty met in small groups to discuss the proposals and reported their reactions to the Council on January 13, 1972.

On March 7, 1972, Dr. Greenham, Principal, and Mrs. Juanita Dalton, parent, Miss Nancy Goulder, student, and Mr. William Trost, teacher, presented the Report and Recommendations of the Community Council to the Board of Education who acted favorably on them. Recommendation #2 formally introduced the concept of Catalyst. The five recommendations were:

1. The Community Council recommends that Shaker Heights High School be given the opportunity, beginning in September, 1972, to earn high school credit for regular work experience plus concurrent enrollment in

an Occupational Seminar. Thepurpose of this recommendation is to provide opportunity, in addition to enrollment in vocational courses, for students to develop occupational insights and to relate their school program to occupational experiences.

2. The Community Council recommends that a program to be known as CATALYST be developed and made available to students of Shaker Heights High School in September, 1972. The purpose of CATALYST is to provide an alternative opportunity for students who are dissatisfied with the present educational programs but who alone are unable to define an educational design that will meet their needs.

3. The Community Council recommends that flexible study course offerings be significantly expanded at Shaker Heights High School, according to student interest and teacher availability. Flexible study courses are designed to emphasize self motivation and self direction by students, and to deemphasize the traditional role of the teacher, in the context of a cooperative group experience.

4. The Community Council recommends that a Community Resource Bank be established at Shaker Heights High School beginning in September, 1972. The purpose of the Community Resource Bank will be to provide all Shaker High students access to the rich human resources of our community, resources which can be useful in a variety of educational experiences.

5. The Community Council recommends that a systematic reappraisal of existing courses at Shaker Heights High School during the 1972-73 school year. The purpose of this recommendation is to provide every department of the school opportunity to measure the effectiveness of departmental course offerings, in light of changing educational needs and developments.[9]

(For a complete description of these recommendations, see Appendix C, "Report and Recommendations of the Community Council.")

Minutes indicate that the Community Council met three times after the Board had accepted the recommendations. They discussed methods of implementing the five proposals and concurrently attempted to reach an agreement concerning specific recommendations on human relations at the high school. The Community Council's activities were terminated, and the event was celebrated with a picnic on June 14, 1972.

This has been an historical description of the Community Council and its activities. The purpose was to provide the reader with background for Shaker Heights High School's alternative, Catalyst, which became an operating part of the curriculum involving staff and students in the fall of 1972.

Philosophy

The Catalyst program was presented formally to the parents of students attending Shaker Heights High School by a letter dated July 7, 1972 from Dr. William H. Greenham, Principal. The Catalyst program was described by him as a service whose purpose was:

> . . . to provide alternative educational program opportunities for students who are dissatisfied with their educational program but who alone are unable to define or design a program that will meet their needs.
>
> The essence of Catalyst will be the close working relationship of a student with a professional educator in an environment which permits a wide variety of educational programming. Two factors are essential if a student is to benefit from Catalyst. The first is the student's recognitionof his inability to be successful within existing educational programs. The second is the student's willingness to work with the Catalyst staff in developing educational programming and to accept the staff's professional judgment in the development of those plans.[10]

The researcher has not talked to Dr. Greenham because in the summer of 1973 he left the Cleveland area to become Assistant Superintendent of the Pittsford, New York city schools. From interviews with several staff members selected by Dr. Greenham for Catalyst's first year (1972-73), there is uniformity of opinion that the program was designed to work with students who had problems learning in the traditional way. Mr. William Trost, in an interview on November 12, 1973, stated that Catalyst was not set up as a remedial program but was designed to help those students who had lost interest in learning in the traditional way but yet did have some desire and interest to learn. Mrs. Betty Bonthius indicated that

> ". . . Shaker had a lock-step education in the past . . . but Catalyst with its flexibility provides a continuing option for students who need or seek a fresh approach in their high school experience. The student in academic difficulty is given new hope, and the successful student may pursue a special interest. Through Catalyst we can demonstrate concretely, our belief in individualization."[11]

Mr. David MacNamara stated that the philosophy behind Catalyst was to ". . . try to help students who were 'turned off', not motivated, who cut classes, or who might be confused or 'lost kids!"[12]

During the summer of 1973 a change occurred in the Catalyst program. Just before Dr. Greenham departed, he and his staff members, Mr. Trost and Mr. Newby decided that the ongoing Independent Study program should come under the supervision of Catalyst. "The Student Program Planning Guide for 1973-74" described Catalyst on page 6:

> The Catalyst program has been developed as a service to help students examine their present school situation and, where appropriate, find alternatives to regular classroom learning. The alternatives frequently involve educational experiences outside the school with a community resource person. These regulations apply to Catalyst credit:
>
> 1. Proposed work for credit is developed as a contract by the student and Catalyst staff member then approved in advance by the Principal
>
> 2. Credit is awarded only when all requirements of the contract are met, and the evaluation has been certified to the Principal by the Catalyst staff member.

In the same Student Program Planning guide on page 5 Independent Study is described:

> Students at Shaker Heights High School may earn one-half unit of credit each semester through Independent Study. Independent Study is a project of study in depth of a topic of special interest to a student.
>
> To initiate Independent Study at the beginning of any semester, a student must develop and submit a written study proposal. The

> proposal must include a statement of purpose, a description of methods and resources to be used in the study, and the endorsement of a faculty member who will serve as project advisor and evaluator.
>
> Credit is given for Independent Study if the project is of sufficient rigor to be equivalent to a full semester or full year course. The evaluation of Independent Study is on the basis of either "H" = Honors or "P" = Pass.

Mr. Trost said that the 1973-74 Planning Guide was printed before the decision was made to combine the two groups and that is why the two programs are listed separately. These two programs operate according to the Planning Guide except that the evaluation of Independent Study is on the basis of letter grades or pass-fail.

Mr. Trost also said that one reason for combining the programs was to counter any 'stigma' that Catalyst was designed only for non-academic students. Dr. Greenham and the Catalyst staff believed that by putting the two groups together (Catalyst and Independent Study) any student with a legitimate idea for an alternative educational program would be a part of Catalyst.[13]

Interviews were held in the fall of 1973 with the new Principal, Dr. Fritz Overs, with the Catalyst staff, and with guidance counselors. The researcher noted some differences in opinions concerning the combining of the two programs--Catalyst and Independent Study. Some felt that they should remain separate programs and still viewed them as such while others felt that they belonged together and there should be a continuum between the two programs. These differences will be described in greater detail in Chapter 5, "Problems Noted Within the Program."

Another reason for combining the two programs stems from the administrative requirement of the new six hour minimum standard for the school day--a new standard set down by the State of Ohio for the 1973-74 school year. If the educational activity takes place outside the school, it requires the agreement of the student, his parents, and school officials. See Appendix H, "Standards For Defining the School Day."

An additional reason for combining Independent Study and Catalyst was that the Assistant Principal, Mr. Albert Senft, in charge of Independent Study in 1972-73 retired and his position was not filled. In an interview on December 19, 1973, Mr. Newby said that he and Mr. Trost suggested to Dr. Greenham that:

> they were the most logical replacement administrators (for Independent Study) and that their motivation was to help Dr. Greenham with the budget problem, to insure the continuance of Independent Study, and to bring some improvement to the Independent Study program that was very lax.

Mr. Trost said Dr. Greenham and Dr. Overs believed that the Catalyst staff could keep track of the hours students in the Independent Study program spend away from the school building just as they handle this matter with Catalyst students.

The Catalyst philosophy in 1973-74 is indirectly expressed in the brochure, Catalyst, Shaker Heights High School. See Appendix I

> Catalyst is a service which helps students find and use community resources for learning. Here the term community is used to include the school, the business world, social agencies, as well as all that surrounds us.

and in the statement:

> Catalyst is for any student who wants to use the service.

As a final comment on the current philosophy of Catalyst, the researcher attended a workshop of the Associated Public School Systems on November 29, 1973. Dr. Allan Glatthorn, the keynote speaker, described three educational alternatives: the alternative school, the alternative program, and the alternative path. Dr. Overs and Mr. Trost conducted three sessions describing Catalyst. Mr. Trost likened Catalyst to an 'alternative path'. This is an alternative which ". . . provides the individual a way of hacking out his own path and getting credit for it."[14] Mr. Trost also stated that many students at Shaker want the traditional format as opposed to an alternative school like CULC. Others want, in addition, an opportunity to learn in a way that makes sense to their individual interests.

Dr. Overs indicated that he was pleased that the guidance counselors were involved in Catalyst by directing some of their advisees into exploring the service. He also said that:

> . . . Shaker is a college preparatory high school with a strong and diverse faculty . . . it is also a public high school. Approximately 95% of the students a few years ago went directly on to college or further education. Now only about 83% attend college after finishing Shaker. The Shaker community is changing, and the high school should gear its program according to the changing needs of its students. Catalyst is one alternative designed to meet changing needs.

FOOTNOTES

[1] "Report and Recommendations of the Community Council, "March 7,1972, Shaker Heights High School, (mimeographed), p. 4.

[2] Statement by Mrs. Margaret Mitchell, personal interview, November 14, 1973.

[3] "Report," p. 4.

[4] Ibid., p. 5.

[5] Minutes of Shaker Heights Community Council meeting, September 23, 1971.

[6] Minutes, October 28-29.

[7] "Preliminary Outline for Proposals by Task Forces," November 15, 1971, (Mimeographed).

[8] Minutes, November 23, 1971.

[9] "Report," p. 7-12.

[10] Based on letter from Dr. William H. Greenham to parents, "Catalyst at Shaker Heights High School," July 7, 1972.

[11] Written statement by Mrs. Betty Bonthius, December 19, 1973.

[12] Statement by MR. David MacNamara, personal interview, November 16, 1973.

[13] Statement by Mr. William Trost, personal interview, October 24,1973.

[14] Opinion expressed by Dr. Allan Glatthorn in an address ("Alternative Education") Associated Public Schools Systems Workshop, Marriott Inn, Cleveland, Ohio, November 29, 1973.

CHAPTER 2

DATA

Location and Physical Facilities

1972-1973

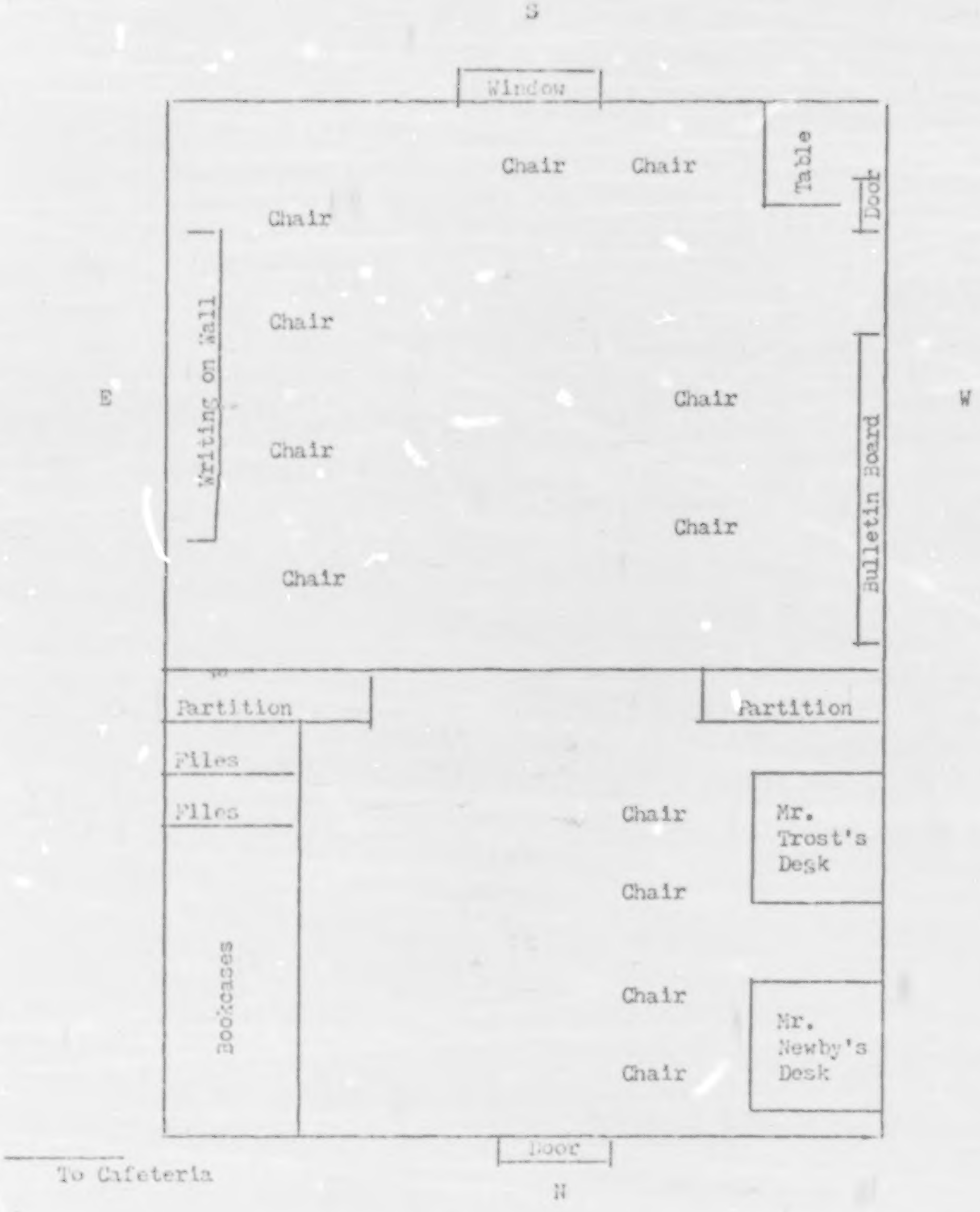
Headquarters for the original Catalyst program were a classroom, Room 116, on the first floor of the high school building. Mr. Trost stated that he felt the room was large and not conducive to talking privately with students or meeting in small groups. There was no special equipment in the room besides chairs, tables, and filing cabinets.

1973-1974

The Catalyst program is housed in a 20' x 10' room on the second floor of the high school adjacent to the cafeteria. The room is divided into two areas: the front section is the Catalyst staff office and the back section is a room used for student seminars, meetings, counseling, or remedial or special work. On the following page, Figure 1 is a floor plan of the present facilities. Two desks serve the staff, and the bookcases and files contain material relating to Catalyst, to Mr. Newby's Flex classes or to Mr. Trost's Math classes, or to education in general. A telephone serves the staff and students seeking information. Chairs are provided by the desks for student consultation.

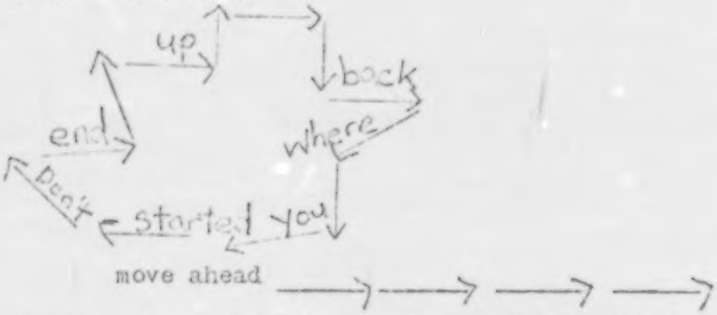
In the back part of the room, the furniture is moveable so that about ten persons can gather for a meeting or seminar, or, one or two persons can use it for an activity. On the East wall is the following

Figure 1
Floor Plan: Catalyst
November 6, 1973
Not to scale


S
Window
Chair
Chair
Table
Door
Chair
Writing on Wall
Chair
E
Chair
W
Chair
Bulletin Board
Chair
Chair
Partition
Partition
Files
Files
Chair
Mr. Trost's Desk
Chair
Bookcases
Chair
Mr. Newby's Desk
Chair
Door
To Cafeteria
N

BEST COPY AVAILABLE

statement written in colored chalk:



On the West wall is a bulletin board and on November 6th, 1973 the following phamplets were on display:

Drug Abuse	Catholic Counseling Center
Music School Settlement	Center for Human Services
Modern Dance Association	Pregnancy Counseling
Adult Recreation in Shaker	Private School Selective Consultant
Health Care Facilities	Parent Drop-in Center
Youth volunteers	

In discussing the physical set-up of the program on November 12th, Mr. Trost stated that he felt that the location near the cafeteria was an asset, and as students learned where Catalyst was located, they would drop-in more frequently. He indicated that at one time he would have liked a large lounge area for student sociability but he does not feel so strongly about this need.

In describing the physical set up of Catalyst, one must bear in mind that only a part of the student's time in this program is spent in the on-campus facilities. The student uses physical facilities in the community. These are described in Chapter 8,"Curriculum and Methods."

Financial Data

1971-1972 (May 1, 1971-June 30, 1972)

To support the work of the Community Council, (See Chapter 1, "Background and Influencing Factors") a budget of $16,610 was submitted by the Shaker Heights City School District. The Martha HoldenJennings Foundation granted $8,410 and the balance of $8,200 came from local tax funds. The budget for the Community Council was as follows:

	Grant funds	Local funds
Partial Salary of Administrative Ass't to Superintendent (2/5)	-	$6,000
Substitutes for Planning Committee Members	$1,080	-
Substitutes for Department Heads and Key Teachers to allow visits	-	1,000
Travel for Staff visits to other schools (plane fares, car mileage, distand and local)	2,000	-
Consulting Assistance	2,000	-
Consultant travel and expenses	1,050	-
Summer employment of two students to assist in preparations for 1971-72	1,280	-
Materials, clerical assistance (including data processing) and printing costs	1,000	-
Telephone	-	200
Film Rental	-	500
Postage and labels	-	500
TOTAL	$8,410	$8,200

Grand Total $16,610[1]

The Shaker Heights Board of Education accepted the Community Council's recommendations to establish the Catalyst program, the Work-Study Program, the expanded Flexible Studies program, the Community Resource Bank, and a reappraisal of existing courses at Shaker Heights High School during 1972-1973. No breakdown of specific Catalyst costs in the Community Council's total budget of $16,610 was available, but it is estimated that about 50% of the funds were involved in the planning of Catalyst. This approximation was derived from reviewing Community Council minutes and from direct query.

1972-1973 School Year

The cost of the Catalyst Program as reported on November 28, 1973 by Mr. Fred David, Assistant Superintendent, Shaker Heights Board of Education was $25,309.20 This figure represents the monies paid to the Catalyst staff. It includes fringe benefits.

1/2 Mr. Trost's salary
1/2 Mr. Newby's salary
1/2 Mr. MacNamara's salary
1/5 Mrs. Bonthius' salary
1/5 Mr. Looney's salary

Other expenses such as secretarial service, materials, classroom space are not specifically accounted for. The source of these Catalyst monies was local tax funds.

According to Mr. Newby and Mr. Trost, approximately 81 students used the Catalyst service to some extent during the 1972-73 year. The cost averaged $460 for each student using the service.

Mr. William H. Greenham, Principal of Shaker Heights High School spent much time planning with the Catalyst staff. So far as can be determined there was no administrative charge to Catalyst for this service.

Summer, 1973

During the summer, Mr. Trost and Mr. Newby were paid less than $1,000 to spend time in planning, in writing a brochure, and in drawing up contract and sponsor evaluation forms. The source of the reimbursement to these Catalyst staff members was the unused portionof the Jennings grant which had been allocated to plan future programs at the high school.

1973-1974 School Year

The cost of the Catalyst program for the 1973-1974 year, Mr. David reports is $14,500.00. This sum represents 3/5 of Mr. Trost's salary and

and 1/2 of Mr. Newby's salary and a proportionate amount of fringe benefits. No other costs are being charged. Local tax funds are the sole source of support.

On December 15, 1973 approximately 90 students who had filed written contracts with Catalyst were noted. This would indicate a cost of approximately $161 per student. No records are being kept of students who investigated the Catalyst service but have not participated. Therefore the cost per student participant is overestimated. On the other hand, the cost per student is underestimated because no overhead items are charged (secretarial, space, heat, telephone, and material costs).

Shaker Heights High School records 1727 pupils in November 1973. The estimated budget for the high school is $3,000,000. Approximately $1737 is presently being spent per student.[2]

Student Enrollment Data

1972-73 School Year

Since no written list of Catalyst students for 1972-73 was available, data concerning student enrollment during Catalyst's first year comes from staff members' files of individual students participating in the program supplemented by conversations with these staff members. Approximately 81 students used the services to some extent and at some point during the year. Although no breakdown of sex or grade level was available, Mr. Trost said that most of the Catalyst students were Seniors.[3] He estimated that 40% of the students who had inquired about Catalyst actually completed projects and used the service.

From another source, "Minutes of the Catalyst Staff Meeting, February, 1973", Appendix J. page 3, additional information shows that 30 of the students were classified as 'turned off' by the traditional format of Shaker, while 16 seemed satisfied with school. In another survey, as reported by the same minutes, the staff determined that 13 students were below average in ability, 23 were average and 18 were above average. The staff pointed out that these reports varied and did not reflect all students involved in Catalyst because some cases were too new to be considered in the statistical review.

1973-74 School Year

Tables 2-7 on the following six pages were compiled from individual records maintained in the Catalyst office. By October 25th, 51 students had filed contracts. By November 15th, 25 additional students had signed contracts making a total of 76 students using the service. By mid-December over 90 contracts had been set up. The following facts come from the tables which were drawn up on November 15th:

43 girls use the program
33 boys use the program
51 students are Seniors
16 students are Juniors
9 students are Sophomores

In discussing these tables Mr. Trost pointed out that 4 students had been involved with Catalyst in 1972-73, and that there were 71 white students and 5 black students using the service.[4] Mr. Trost grouped the Catalyst students that he knew on the list in the following way:

29 capable students
19 average students
10 turned off students (some capable, some average)
7 low ability students
1 foreign exchange student

Table 2

SHAKER HIGH STUDENTS USING CATALYST SERVICE IN THE FALL 1973

Student	Grade	Counselor	Subject	Credit	Sponsor	Title of Project, Activity
No. 1	12	Miss Orndorff	Phys. Ed.	½	Mr. Martin	
No. 2	12	Mr. Bachman	English	1	Robert H.Johnson	Virginia Wolff:Her Life and Works
No. 3	11	Mr. Grigsby	Music	1	Mr. Angell	Study of electrical and accoustical bass
No. 4	10		French	1	Mr.MacKensie	French III,Level IV
No. 5	11	Mr. Grigsby	French	½	Miss Politteta	French III,Revised
No. 6	12	Mr. Looney	Math	½	Mr. Trost	Trigonometry
No. 7	12	Mr. Burke	Science	1	Roger Adkins	Broadcast Center,Hts.Y
No. 8	11	Mr. Grigsby	French History	½	Helene Glick	French History in the eyes of Emile Zola
No. 9	12	Mr. Burke	Phys. Ed.	½		Exercise, First Aid
No. 10	10	Miss Orndorff	Science		Judith Botwin	
No. 11	12	Miss Gleason	Art	1	Mrs.Marion Jordan	Silversmithing, Jewelry making
No. 12	11	Miss Orndorff	Science	½	J.N.Farkas,D.V.N.	Working with veterinarian
No. 13	12	Miss Gleason	Dance--Phys Ed	½		
No. 14	12	Miss Burgess	Construction	½	Rosemary Page	Construction Blueprint Reading and Estimating

Table 3

SHAKER HIGH STUDENTS USING CATALYST SERVICE IN THE FALL 1973

Student	Grade	Counselor	Subject	Credit	Sponsor	Title of Project, Activity
No. 15	12	Miss Orndorff	Art	1	Ginna Brannd	Oil and Acrylic, Pottery at Fairmount Center
No. 16	11		Phys. Ed.	¼	Ron Bayliss	Karate, Self Defense
No. 17	11	Mr. Looney	Science	1	Dr.Wm. Staples	Child Development
No. 18	11	Miss Burgess	Phys. Ed.	¼	Mr.Thomas Jurus Susan P. Huby	The Water Couple
No. 19	12	Mrs. Bonthius	Greek	½	Dr.Henry Strater	3rd Year Greek
No. 20	11	Mr. Looney	Music	½	John Everson	Study guitar, bass, piano, drums
No. 21	12	Mrs. Bonthius	Literature	1	Mr. Warnement	4th Year French
No. 22	12	Mr. Grigsby	Language	1	R. Lisbona	12th Year Hebrew at Akiva High School
No. 23	10	Mr. Looney	Music	½	Joseph A.Howard	Jazz Piano
No. 24	12	Mr. Grigsby	French	1	Mr.Warnement	In depth study of Oral French through Contemporary Lit.
No. 25	12	Mr. Bachman	Social Studies	1	Lt.Charles Clark	Shaker Hts.Police Dept. Criminal Activity
No. 26	12	Miss Orndorff	Reading	½	Betty Bosley	Individualized reading at 6th Grade at Boulevard School

Table 4

SHAKER HIGH STUDENTS USING CATALYST SERVICE IN THE FALL 1973

Student	Grade	Counselor	Subject	Credit	Sponsor	Title of Project, Activity
No. 27	12	Miss Burgess	Greek	1	Dr. Henry Strater	3 rd Year Greek
No. 28	12	Mrs. Bonthius	Art Phys. Ed.	½ ¼	JeanHeffter	Jewelry Making Topics on P. E.
No. 29	10	Mr. Looney	Music	½	Christopher Debosch	Guitar Lessons
No. 30	10	Miss Burgess	Music	1	Dick Sakal	Guitar
No. 31	12	Mr. Grigsby	Art	None	Dr.Robert Gilske	Art History FA 105 John Carroll Univ.
No. 32	12	Mr. Looney	Math	½	Mr.John Schutter	Math & Algebra, Relation to physics, chemistry
No. 33	11	Miss Burgess	Home Ec.	1	Carol Gale	Sewing
No. 34			Phys. Ed.	¼		Swimming in summer
No. 35	12	Mr. Grigsby	English	1	Mrs.Eli Voss	Eng. as a Foreign Lang.
No. 36	12	Miss Gleason	Art Art	1 None	Mr. Ryglewicz Connie Walker	Metal Casting Teaching at East End
No. 37	12	Mr. Looney	English	1	John K. Vargo	Survey of 6 European authors
No. 38	12	Miss Orndorff	French	1	Mr. Warnement	In depth study of Oral French thru Contemp.Lit.

Table 5

SHAKER HIGH STUDENTS USING CATALYST SERVICE IN THE FALL 1973

Student	Grade	Counselor	Subject	Credit	Sponsor	Title of Project, Activity
No. 39	12	Miss Orndorff	Math	½	Richard E. Oberdorfer	College Algebra
No. 40	12	Miss Orndorff	English	½	Ned H. Martin	Write original poetry book
No. 41	12	Mr. Looney	Phys. Ed.	½		Summer athletic program
No. 42	12	Miss Burgess	Phys. Ed.	¼	Edward Akiya	Summer judo program
No. 43	12	Mrs. Bonthius	Art	½	Mr. James Hoffman	Original illustrated book
No. 44	12	Mr. Grigsby	French	½	Mr. Warnement	Conversational French
No. 45	12	Mr. Bonthius	Home Ec.	½	LynnMc Ree	Continental Cuisine
No. 46	12	Mr. Grigsby	Greek	1	Dr. Henry Strater	Greek
No. 47	12	Mr. Grigsby	Art	1	Mr. Ryglen	The Discovery of Welding
No. 48	10	Mr. Burke	Spanish	1	Sally Raymont	Individual studies of En Las Americas
No. 49	12	Mr. Bachman	History	1	Audrey Stout	The New Deal
No. 50	12	Miss Orndorff	French	½	Mr. Warnement	4th Year French
No. 51	12	Mr. Bachman	Eng.-Theater	½	Ellen Kronhein	Plan productions
No. 52	10	Mr. Burke	Spanish	1	Sally Raymont	Individual studies of En Las Americas

Table 6

SHAKER HIGH STUDENTS USING CATALYST SERVICE IN THE FALL 1973

Student	Grade	Counselor	Subject	Credit	Sponsor	Title of Project,Activity
No. 53	12	Mr. Bachman	Math	1	Wm. R. Williams	Machine Operator - Proof Dept.Central Nat.Bank
No. 54	11	Mrs. Bonthius	Music	½	Louise Cramer	Music Theory
No. 55	11	Mrs. Bonthius	Education	½	Jean Sacatsh	Speech problems with children
No. 56	12	Mrs. Bonthius	Social Studies	½	Ray Mikletheun	Chilean Politics
No. 57	12	Miss Orndorff	Math	½ None	Marvin Kline Jeanne McIntyre	Cobol Programming Typist--University Hosp.
No. 58	12	Miss Burgess	Math	½	Donald Scherer	Probability and Statistics
No. 59	12	Mrs. Bonthius	Dance	½	Wm. J. Gornel	A Dance Education: Modern Technique and Jazz
No. 60	12	Mrs. Bonthius	Theater	1	John K. Vargo	Costumes through the Ages
No. 61	12	Mrs. Bonthius	Art Phys. Ed.	½ ¼	Mark Passerell Ms. Huling	Ceramics
No. 62	10	Mr. Bachman	Music Music	½ ½	Roger Rehm Edward Ryan	Oboe and Piano Oboe and Piano
No. 63	12	Mrs. Bonthius	Foreign Lang.	1	Mrs. S. Konin	Hebrew Lang. & Literature
No. 64	12	Mr. Burke	Foreign Lang.	1	A. Allen	Spanish IV, Level 4
No. 65	11	Miss Gleason	French	1	Miss Polittela	French III, Level Iv

Table 7

SHAKER HIGH STUDENTS USING CATALYST SERVICE IN THE FALL 1973

Student	Grade	Counselor	Subject	Credit	Sponsor	Title of Project, Activity
No. 66	12	Mr. Bachman	English	½	Kay Susbauer	Modern Literature
No. 67	11	Miss Gleason	Art	1	Frank W. Rood	Ceramics
No. 68	12	Mr. Grigsby	Mechanics	½	Mr. Larry Gathright	Study of Mechanics
No. 69	12	Mr. Bachman	Art	½	Audrey J. Cleveland	Pottery at Karamu
No. 70	12	Miss Burgess	Art	½	Marlene Fink	Potter Apprentice
No. 71	11	Miss Gleason	Art	½	Frank W. Rood	Painting
No. 72	11	Miss Gleason	Home Ec.	1	Margaret A.P. Jones	Sewing
No. 73	12	Miss Burgess	Education	½	Dorothy Hill	Phys. Ed. through teaching in high school
No. 74	11	Miss Gleason	Home Ec.	1	Margaret A.P. Jones	Sewing
No. 75	10	Miss Gleason	Dance	½	Edward Job Pamela Prilisko	Modern Dance
No. 76	12	Mrs. Bonthius	Education	1	Trudy Paul	Special Education at Sussex School

The Catalyst program is designed to allow students to enter and leave at any point during the year. As a result enrollment can change almost daily. New students submit signed contracts and join Catalyst. Students leave Catalyst as they complete the work outlined in their contracts. Again, in the fall of 1973, many students obtained counseling from Catalyst staff members about their problems and a possible Catalyst project but did not participate in the program. In summary, the flexible nature of Catalyst precludes the publication of exact enrollment statistics.

Staff Data

In the "Report and Recommendations of The Community Council," March 7, 1972, Appendix C., p. 9, some guide lines were suggested for the Catalyst staff:

> The Catalyst staff will include one full-time teacher-counselor who will be responsible to the principal for the operation of Catalyst. The full-time staff member will be assisted by from three to five Shaker High teachers who will devote one or two periods daily to Catalyst in lieu of other teaching assignments. The number of assisting teachers will be dependent on the developing need for Catalyst staff and the number of teaching periods which can be devoted to Catalyst without the addition of teacher positions to the Shaker High faculty. At this time, it seems likely that the full-time Catalyst staff member will require one additional Shaker High faculty position, although every effort will be made to accomodate this additional position through staff reallocations.
>
> The full-time Catalyst staff member must be a person with training in the mental health field, preferably with experience in adolescent counseling. Two personal characteristics are needed by each Catalyst staff member: the ability to relate positively and effectively with young people; the ability to accept a high degree of personal responsibility in a relatively autonomous educational setting.

1972-1973 School Year

Staff members for the 1972-73 school year were appointed by Dr. Greenham, Principal. The five paid staff members had been Shaker teachers or guidance counselors. Four of the staff were men; one was a woman. Four of the staff were white; one was black. Dr. Greenham was responsible for the overall program and met frequently with the staff.

Table 8 below, "Staff Members 1972-1973," lists the Catalyst staff members, their background, their job at the high school, and the percentage of time budgeted for the program. This information was obtained from conversations with the staff and from printed material. The percentage of time figure is derived from the fraction of salary that was charged to Catalyst as reported by Mr. Fred David.[5]

Table 8

Staff Members 1972-1973

Name	Background	High School Job	Budgeted allowance of time for Catalyst
Mr. William Newby	M.A. English Lit. Gestalt program for educators	English Teacher in Flexible Studies	50%
Mr. William Trost	B.A. Math M.S. Guidance Community Council	Mathematics Tchr.	50%
Mr. David MacNamara	M.A. Science Guidance Certificate Community Council	Science Teacher	50%
Mrs. Betty Bonthius	Counseling Certificate	Guidance Counselor	20%
Mr. Kenneth Looney	Counseling Certificate Community Council	Guidance Counselor	20%

Mrs. Bonthius and Mr. Looney, the guidance counselors devoting 20% of their time to Catalyst, served as advisors and counseled students on an appointment basis. They participated in staff meetings where discussions were held to determine the direction Catalyst should take. This required an understanding of the Community Council's report.[6] Mrs. Bonthius said that she spent between two to six hours weekly on Catalyst. She said her student counseling load remained equal to other counselors not associated with Catalyst. Mr. Looney's hours spent on Catalyst were not recorded. During 1972-73, in addition to his Catalyst and counseling activities, he wrote a Masters Essay for John Carroll University entitled "Alternative Forms of Educational Programs Within The Traditional School Setting: A Group Case Study of the Shaker Heights High School's Catalyst Program." This case study involved formal interviews with twelve students and a follow-up questionnaire. Chapter 10, "School's Evaluation of the Program," further discusses Mr. Looney's essay.

Mr. MacNamara, Mr. Newby and Mr. Trost, the three teachers whose time was 50% budgeted for Catalyst, participated in bi-weekly staff meetings. They also served as advisors for Catalyst students. Their office hours were posted on the door of Room 116.[7] The total hours spent by these teachers in counseling of individuals was not recorded but it was reported as time consuming.[8] Mr. Newby and Mr. Trost estimated that the breakdown of number of advisees per staff member was as follows:

Mr. MacNamara	18	Mrs. Bonthius	6
Mr. Newby	31	Mr. Looney	1
Mr. Trost	25		

In a report to the Jennings Foundation reviewing the first year of Catalyst, Mr. Trost wrote:

> . . . some students dropped in to find out what Catalyst was . . . some came to gripe about teachers. . . Others had more serious problems; for some sitting in a classroom six hours a day was just too much; others were in courses not fitted to their needs; another group could handle school but truly wanted to try an alternative approach. In our dealing with more than a hundred students and creating programs for 60 to 70 of these, an interesting pattern emerged; each staff member seemed to draw one particular type of student. Dave MacNamara dealt with many students who had consistently broken school rules. Bill Newby dealt with students who needed real indepth counseling; and I seemed to draw more of the 'turned off' student seeking alternatives. This factor stressed the need for diversity of staff.[9]

In addition to these five persons, Mrs. Margaret Mitchell, a parent member of the Community Council, worked as a volunteer for Catalyst. Her title was Community Resource Person. Her job was to organize a Community Resource Bank. She catalogued for Shaker Heights High School students many resources in the community including volunteer tutors, guest speakers, and special project advisors.[10] She aided Catalyst students in locating community resource people who would serve as sponsors for learning. She worked on the Community Resource Bank and Catalyst projects approximately six hours daily. She also served as the liason with the FACE association who had been cataloguing human resources in the Greater Cleveland area.[11]

Summer 1973

Mr. Trost and Mr. Newby developed tools for Catalyst including a brochure and contract form. They devised a plan to hold seminars because they felt a need for better communication and hoped for a sense of community.[12]

1973-1974 School Year

Due to property devaluation, budget cuts reduced the staff from 5 part-time staff to 2; however, the actual loss in personnel time was only reduced from 1.8 full time staff to 1.1.[13]

In the Fall of 1973, the Catalyst Staff included the following:

Mr. William Newby	50% budgeted time
Mr. William Trost	60% budgeted time

Besides Catalyst Mr. Newby teaches two courses in Flexible English; Mr. Trost teaches two Math courses, Plane and Solid Geometry and Alternative Math. Mr. Newby is in the Catalyst office from 8:15 A.M. to 1:30 P.M. Mr. Trost is in the Catalyst office from 11:00 A.M. to 3:15 P.M.

Although no job description for the two staff members exists, Mr. Trost described some of their Catalyst activities as follows:

- Advise and counsel Catalyst students
  - This includes interviewing students, checking records, checking with parents, helping locate sponsor, checking up on sponsor's evaluation.
  - Mr. Trost said that many of the students who entered the program early in the fall had well-planned projects so that not too much counseling was necessary. But the students seeking out Catalyst in November and December ". . . are less able to design their own projects and we are doing more indepth counseling that we were doing earlier in the year.
  - Also Mr. Newby, in a conversation on December 19, stressed the fact that setting up a contract is only a small part of his Catalyst work. He spends much time listening to students and helping them solve their problems--be they academic,social or emotional. He has met in the evening with students at their homes; where there are difficulties in a student-sponsor relationship, he has gone with students to talk to their sponsors; and he has helped students in the summer with their special needs.
- Sponsor Catalyst students
  - Mr. Trost sponsors a boy in a Trigonometry project.
  - Mr. Newby sponsors a girl with an English composition project.
- Keep records, files; write reports; attend workshops and meetings
- Serve as a liason with guidance counselors; set up meetings; discuss individual cases.
- Confer with Dr. Fritz Overs, Principal[14]

Mr. David MacNamara has left the Catalyst program to teach Science full-time. He has not been replaced.

Mrs. Bonthius and Mr. Looney's time is no longer budgeted specifically for Catalyst. None of Shaker's eight guidance counselors are considered Catalyst staff members, but these counselors are working onthe program.

Shaker High School is divided for counseling purposes into "two houses," Aldersyde and Onaway. Four counselors serve each house. Each counselor is assigned approximately 200 students in all three grades. The men counsel boys; the women counsel girls.[15] These counselors have authority to write Catalyst contracts with their students. Mr. Newby stated that all are using the Catalyst service.[16] On the following page, Table 9, "Counselors Use of Catalyst Service in the Fall, 1973" shows the use of the program. These figures are derived from Tables 2-7, pages 23-28 , "Shaker High Students Using Catalyst Service in the Fall of 1973."

Counselors have had two organizational meetings with Mr. Newby and Mr. Trost this fall. The counselors said that they talk frequently with the Catalyst staff about individual cases but they found it difficult to estimate the time they spend on Catalyst. Mr. Trost said that there had been ". . . a significant increase in counselor participation; they are now helping students create and begin projects."[17]

Mrs. Margaret Mitchell continued to serve as the volunteer Community Resource Person until her election to the Board of Education in November, 1973 when she resigned. Her replacement may be a salaried person.[18] Mrs. Mitchell said that she was not spending as much time on

Table 9

Counselors Use of Catalyst Service in the Fall, 1973

House and Counselor	Number of Advisees Using Catalyst
Onaway House	
Miss Burgess	9
Mr. Grigsby	11
Mr. Looney	8
Miss Orndorff	10
Aldersyde House	
Mr. Bachman	8
Mrs. Bonthius	13
Mr. Burke	5
Miss Gleason	9

Catalyst as she did in 1972-73. She has attended fewer staff meetings and has located fewer resource persons.[19]

Although Sponsors are not part of the Catalyst staff, they give many hours of their time to Catalyst students. Most of these community resource people have volunteered; although, in a few instances, students have paid for services in order to have the appropriate resource sponsor.[20] The list of the Sponsors can be found in Tables 2-7, pages 23-28. "Shaker Heights Students Using Catalyst in the Fall of 1973." Mr. Trost said that there were twenty Shaker Heights High School teachers serving as Sponsors and forty-six community resource people serving as Sponsors. A more detailed description of the Sponsors is found in the next chapter, "Program and its Curriculum and Methods."

In summary, many persons are involved in Catalyst in 1973-74: Shaker's Principal, the two paid staff members, the Community Resource person, the eight guidance counselors, and approximately sixty-six resource people who sponsor students. All of these people give differing amounts of time and service to Catalyst.

---

[1] Abstract of Proposal, "Planning For Future Programs at Shaker Heights High School," submitted by Shaker, (n.d.), p. 1

[2] Statement by Mr. Fred David, telephone conversation, November 28, 1973.

[3] Statement by Mr. William Trost, personal interview, October 24, 1973

[4] Ibid., November 1, 1973.

[5] David, November 28, 1973.

[6] Statement by Mrs. Betty Bonthius, personal interview, November 12, 1973.

[7] "The Catalyst Service, Some Questions and Answers," (n.d.--mimeographed).

[8] Statement by Mr. David MacNamara, personal interview, November 16, 1973.

[9] Based on draft of report to Martha Holden Jennings Foundation by Mr. William Trost, December, 1973, p. 2.

[10] Statement by Mrs. Margaret Mitchell, personal interview, November 14, 1973.

[11] "Report and Recommendations of the Community Council," March 7, 1972, Shaker Heights High School (mimeographed), p. 4.

[12] Draft, p. 3.

[13] Ibid.

[14] Statement by Mr. William Trost, telephone conversation, December 12, 1973.

[15] Trost interview, October 25, 1973

[16] Statement by Mr. William Newby, personal interview, October 30, 1973.

[17] Draft, p. 4.

[18] Mitchell, November 14, 1973.

[19] Ibid.

[20] "Catalyst - Shaker Heights High School," (n.d. -- mimeographed).

CHAPTER 3

PROGRAM AND ITS CURRICULUM AND METHODS

This chapter describes the implementation of the Catalyst program. It begins with a survey of the program methods used during the 1972-73 school year. Following is a report of how the program operated in the fall of 1973. Shadow studies of Catalyst students illustrate in depth the 1973-74 program. Students were selected for the shadow studies by the Catalyst Staff.

1972-1973 School Year

The initial activities of the student and the Catalyst staff member involved counseling and conversations which varied in length from an hour to many hours. The student might have heard about the program from a friend and initiated the first conversation by himself; or a teacher or guidance counselor might have suggested to the student that he get in touch with the Catalyst staff. The discussions involved such student related questions as:

> What do I want to learn?
> How can I learn this?
> What tools will I use?
> Will I create any products?
> Will I master any skills?
> How will I use what I learn?
> Can I be helped as a person by being involved in Catalyst?
> How can my work be evaluated?

Student and staff members developed a close relationship as they dealt with the student's problems. The staff member endeavored to know better the needs and goals of the student. He talked frequently with other teachers and counselors who knew the student. In addition, the staff member had access to the student's files including grades, test scores, and other evaluative or descriptive material. Although diagnostic testing was not a part of the initial activities, the staff did refer about ten students to the school psychologist.

Following discussion of the student related questions, the Catalyst staff member and the student made educational plans. They decided how to implement the student's educational objectives. This involved locating resources and sponsors either in the school or community, deciding on the duration of the Catalyst experience and the amount of credit to be received. They developed the student's schedule and arranged for absence from school or class and worked out the type of evaluation to be used.

Whenever possible the student was encouraged to locate his own sponsor and to make the initial contact. The sponsor did not have to be a certified teacher, and Catalyst staff, students, teachers, parents, and Mrs. Margaret Mitchell, Community Resource Person, all provided names of persons in the community to be approached by the student.

Once a sponsor was chosen, the student worked with him and a Catalyst staff member until they finalized a written agreement or contract. Appendix L, "Contract of a Catalyst Student 1972-73," is an example of a completed contract signed by the student, his sponsors, his parent, and a staff member.

Credit was given only when the student had met the requirements of his contract. While it was the student's responsibility to meet the terms of his contract, he could share his experiences or obtain help from his sponsor, his Catalyst advisor and his guidance counselor.

Table 10 on the following page is a listing of some of the Catalyst projects that students were involved in during the 1972-73 school year and the subject for which they received credit. These projects were initiated at different times during the year, and, consequently since each was an individual learning experience they culminated at different times.

1973-1974 School Year

The methods used to implement Catalyst during the 1973-74 year were similar to those used the preceding year with the addition of a new contract form and student seminars. As reported in Chapter 2, "Data," Mr. William Newby and Mr. William Trost developed tools, a brochure and contract forms, during the summer of 1973 to be used in the Fall. Independent Study was brought under the administration of the Catalyst Staff. Memos to the faculty which outline Catalyst changes can be found in Appendix M, "Mr. Trost and Mr. Newby and Their Role in the Catalyst and Six-Hour day Programs" and "Independent Study Revised Guidelines."

Because of the requirements of the new six hour day law, the new contract form was to be used by all educational community programs. In addition each contract must now be signed by the Principal. This new contract, Mr. Trost stated, tightened up the Catalyst program.[1]

The purpose of adding student seminars to Catalyst in the fall of 1973 was to provide a sense of community and to increase communications between students. Seminars were held during the first and third week of November. These seminars which the researcher attended, were held in the

Table 10

Partial list of Catalyst Projects and Area of Credit 1972-73

Catalyst Project	Area of Credit
Tutoring at Onaway Elementary School	Education
Teacher's Aid, Math and Reading, Moreland School	Education
Working with Heights Christian Cooperative Nursery School	Education
Working with classes at a Beachwood elementary school	Education
Reading and discussing literature	English
Study of J.R.R. Tolkien and Kurt Vonnegut -- 4 novels and a play	English
Black Studies	English
Clothing construction and selected food topics	Home Economics
Working at Bill Jones Leather Crafts store	Crafts
Business Math	Mathematics
Level IV Plane and Solid Geometry	Mathematics
Percussion Technique and Theory	Music
Advanced Study of Trumpet	Music
Progressive Jazz Theory	Music
Third Year French	French
Working at the Free Clinic	Social Studies
Coach at YMCA and "big brother" at the Cleveland Heights elementary schools	Physical Education Psychology

back part of the Catalyst office where the Catalyst staff gathered with five to nine students. In the first seminar the staff explained the purpose of Catalyst. Each student described his project. Then students asked administrative questions: how to keep a log of their time, what to do if their sponsor became sick or could not meet with them, how to obtain time from a very busy sponsor, and how to reduce hours spent with the sponsor. In the second series of seminars, Mr. Trost asked the question: "In what way have you shaped your life or has your life been shaped by your involvement in Catalyst?"[2] Students replied that they were shaping their lives because they were getting more work finished, learning more, enjoying the one-to-one basis with the sponsor, setting guidelines for themselves, figuring out problems by themselves, practicing more often, and were better prepared to utilize their sponsor's time. Some felt they were being shaped by being required to keep a log of their activities and others felt that the seminars were a way of being checked up on by the Catalyst staff.

Mr. Trost reported that due to scheduling problems, the students could not be grouped according to subject areas, and so it was difficult for them to find common grounds of discussion.[3] Mr. Trost also said that the students were not under any obligation to attend seminars, and in December the Catalyst staff asked the students to write down their opinions, good or bad, on the seminars.

As in the 1972-73 year, students entered the program at different times during the fall and it took students varying lengths of time to find a sponsor and to complete an acceptable contract. Some needed much counseling and help from the Catalyst staff while others were able to work out their program easily and quickly. See Tables 2-7, pages 23-28, "Shaker Heights Students Using The Catalyst Service in the Fall, 1973" for an indication of the wide variety of projects the Catalyst students were engaged in and the number of different backgrounds of the sponsors.

Shadow Study of Catalyst Student A

On December 19, the researcher accompanied Catalyst Student A while she worked at her project; next the student was interviewed; then her sponsor was interviewed, and lastly, her Catalyst advisor was questioned.

Student A is a seventeen year old Senior at Shaker Heights High School. Last year, she took Advanced Placement English. This year her courses include Humanities, Contemporary American, and Advanced Placement Modern European History. She dropped a French course this fall because she was ". . . not interested, not working, and wished to have three to four consecutive periods so as to get involved in Catalyst."[4]

Student A is Chairman of the Student Curriculum Committee. She learned about the Catalyst program in 1972. During last year she said that she had gotten bored with school. She visited the Catalyst office and talked with Mr. MacNamara about a possible project. She also conferred with her counselor, Mrs. Bonthius, who suggested she might do a project around her interest in learning disabilities. She could not find a sponsor and did not have sufficient time in her schedule. Therefore no project was set up.

This fall, Student A said that she was becoming ". . . increasingly turned off by intellectual pursuits, . . . was tired of expository writing,

. . . and wanted to get physically involved in a learning situation."[5] She felt that if she could not arrange a Catalyst project she would try to graduate early from school by taking more courses. Mrs. Bonthius suggested that she find a project using her French skills--perhaps as a teacher's aide in an elementary school. Student A was still interested in learning disabilities and so she talked with her Catalyst advisor, Mr. Newby, about both projects. She decided to postpone the French project until the second semester and consider it then.

At Mr. Newby's suggestion, she saw Dr. John Becker, Associate Professor of Education at John Carroll University. He gave her a bibliography on Learning Disabilities (LD). Through Shaker's education directory, Mr. Newby obtained the name of a LD teacher at Moreland elementary school. Student A obtained permission from Moreland's principal to help in the LD class and she contacted the LD teacher who agreed to serve as her sponsor. Mr. Newby estimated that he has spent two hours helping her set up her Catalyst project on Learning Disabilities and later checking back on her progress.

Figure 2, on the following four pages, is Student A's contract which was worked out by the student with help from Mr. Newby. The title of her project is Learning Disabilities, and she is earning 1 full unit of credit in Education. The contract for 1 credit requires 40 hours with a sponsor and 80 hours of independent work. The student has adjusted her contract so she will work 162 hours independently in the classroom, but only from 7 to 23 hours with her sponsor.

The second page of the contract outlines the extent of the project and how the student wishes to be evaluated. On the third page of the

Figure 2

Contract--Catalyst Student A

SHAKER HEIGHTS HIGH SCHOOL

Shaker Heights, Ohio

BEST COPY AVAILABLE

FILE DATA

NAME

ADDRESS

PHONE N

PARENTS

ADVISOR Mr. Newby

PERIOD 3 TEACHER French 1-2 Wehe

COUNSELOR Bonthius

GRADE 12

CONTRACTUAL AGREEMENT

TITLE OF PROJECT Learning Disabilities

GENERAL AREA OF STUDIES Education (art, English, math, science, etc.)

TYPE OF PROJECT

(Check either credit earning or non-credit earning, and circle specific type)

I. ✓ CREDIT EARNING: 1/4 unit 1/2 unit [✓ 1 full unit] _____ units

The general hour requirements for credit earning experiences are listed below. Please check the one which covers your project. If your agreement with your sponsor differs from the hours required, please see a Catalyst Staff person.

ACADEMIC SUBJECTS (English, foreign language, math, social studies, etc.)

_____ ½ credit requires 20 hours with a sponsor and 40 hours of independent work.

✓ 1 credit requires 40 hours with a sponsor and 80 hours of independent work.

NON-ACADEMIC SUBJECTS OR LAB SUBJECTS (art, home economics, science, etc.)

_____ ½ credit requires 27 hours with a sponsor and 53 hours of independent work.

_____ 1 credit requires 54 hours with a sponsor and 106 hours of independent work.

PHYSICAL EDUCATION

_____ ¼ credit requires 20 hours with a sponsor and 40 hours of independent work.

_____ ½ credit requires 40 hours with a sponsor and 80 hours of independent work.

I. _____ NON-CREDIT EARNING: volunteer work audit of a course
work experience credit earning course for another institution

Please indicate on the line how many hours per week will be spent working on your non-credit earning project. _____

BEST COPY AVAILABLE

Figure 2

Contract--Catalyst Student A Page 2

OUTLINE OF PROJECT

(for examples, refer to the green help sheet)

In the space below describe as clearly as possible what you want to do.

I am going to help the learning disabilities teacher at Moreland Elementary School. I will spend three mornings a week in the classroom using part of the time to teach on a one to one basis and partof the time helping with general classroom work. I am going to research learning disabilities and create my own teaching methods when dealing with my dndividual student. My researchwill include notetaking from some books. Once every other week I will meet with my sponser to explore the progress I have made.

In the proper space, check how you wish to be graded: [✓ pass-fail] or letter grade

Describe below how you want your project evaluated. Detail how you, your sponsor, and your Catalyst Staff advisor will be involved in the evaluation.

I would like my project evaluated on a pass-fail basis. Qualifications for passing will be based on my general understanding of learning disabilities, my progress with an individual student, and my general aid to my sponser in the classroom. I will have some influence on my grade since I will know best what I have gained from this project. My sponser will have a great deal of the responsibility for a final grade after having viewed my work in the classroom.

BEST COPY AVAILABLE

Figure 2

Contract--Catalyst Student A Page 3

In this space explain how this project will benefit you - how you will use what you propose to learn, and more generally, how this experience will help you as a person. (Will you learn about other people, learn about yourself, become more self confident, become more mature, etc.)

I have always been interested in primary education, and until recently I knew nothing about the subject of learning disabilities. I consider teaching in an LD classroom a challenge that can lead to a rewarding experience. I hope to find that I have a lot of patience and also the strength to continue working through the disappointments and failures that I will inevitably encounter. If I feel that my project is successful I will be encouraged to continue along the lines of educational psycology in my college studies. This project should give me a firm base in understanding the area in which I plan to major. I consider this program a test of my convictions.and I believe that by the end of program I will discover just how committed I am to the education of the primary age school student, and even more specifically, the education of children with learning disabilities.

In this space describe the arrangements for your seminar group made by you and your Catalyst Staff advisor.

I agree to fulfill the terms of this contract meeting _____ hours with my sponsor and working an additional _____ hours on my own. I will also keep a log of these hours and will attend biweekly group meetings as spelled out in this contract.

____

I approve of this contract and will help ______ ______________
(name of student)

to the full extent of my responsibilities and capabilities.

I will have 16½ independent hours by working in the classroom and reading and preparation. ~~and~~ I will have between 7 and 23 hours of work with my sponsor.

____
Sponsor

____
Parent

William G. Newby
Catalyst Staff Advisor

____
Principal

To comply with the State of Ohio's standards, each student must spend six hours of each school day in school or in activities agreed to by the student, the student's parents, and school officials. If this project is to be part of your six-hour day, please set up a weekly time and activity guide. This is not part of your formal contract, but merely a help for you and your sponsor.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

STUDENT CHECKLIST

Group Meeting Record (dates attended)			Evaluations date	Evaluations by	Log Checks date	Log Checks by
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

BEST COPY AVAILABLE

contract the student explains the ways in which the Catalyst project will be a benefit to her. She entered the Catalyst program after the two seminars were held in November and no arrangements have been written in the contract for future attendance. The last page of the contract contains the signatures required for all Catalyst projects.

Three days a week Student A walks from Shaker High School to Moreland Elementary School where from 9:30-10:30 she assists in the LD class. Working on an individual basis with the ten children, she helps them at their desks with reading, math or other skills. Also she has created some original games such as matching letters. The LD teacher hopes to give her more responsibility to prepare lessons and to act as a student teacher.

Student A has had one private meeting with her sponsor, the LD teacher. They discussed learning disabilities in general and in particular the teaching methods being used at Moreland Elementary School with the LD children. Student A had questions about some of her sponsor's teaching methods which she was afraid to ask. Mr. Newby advised her to discuss them openly with her sponsor. After she did, Student A had a much better understanding of the philosophy of the LD teacher about her methods of handling the children.

Student A keeps a log and a diary of her activities. Samples of these can be found in Figure 3 on the following two pages. She said that she found much of the reading material suggested by Dr. Becker to be very technical, and that she needed to take more psychology and education courses. She indicated it was difficult to find the time needed to do the background reading.

Figure 3

CATALYST STUDENT A

BEST COPY AVAILABLE

11/21/73				1 hr. - aiding in classro
11/25/73		1/2		
11/26/73				1 hr. - aiding in classro
11/27/73				1 hr. preparing game
11/28/73				1 hr. aiding in classro
11/30/73				1 hr. aiding in classro
12/2/73		1/2	1/4	1/2 preparing game
12/7/73				1 hr. aiding in classro
12/10/73				1 hr. aiding in classro
11/73	1/2			—
12/15/73				1 hr. aiding in classro
12/18/73				1 hr. aiding in classro
12/19/73				1 hr. aiding in classro

Figure 3

Diary--Case Study: Student 1

BEST COPY AVAILABLE

Nov. 27, Tues. 1973

I began my program at Moreland Elementary school last Wednesday. I am working with a seven year old girl named Lynette. She seems to be very far behind in the class. I have begun by continuing her education in the alphabet. She knows the letters A thru J vaguely, but the letter O is not used for it totally confuses her. She grew restless after about 15 minutes of studying. After that I just helped in the classroom generally. I played games with the children who had finished their classwork.

Dec 4, Tues. 1973

I met with Miss Griminger today and she outlined her basic philosophy. She treats them as normal children who just need a little extra help. She uses a slight behavior modification technique with the system of punches every half hour if the child is doing his/her work well. With a certain amount of punches the child recieves a small reward. Her backroom punishment is only ~~was~~ used when other attempts at disciplining the child have failed. She said that usually they just need a few minutes to calm down and let their wildness pass out of their system. She doesn't put them there for more than 15 minutes and the results are usually favorable.

Student A's Catalyst sponsor was interviewed. She said that 1973-74 is her first year of teaching in the Shaker System. She said she knows little about the Catalyst program but she thinks that it is an independent study program for better students. She said she would like to have more Catalyst students because Student A has been a help to her and has been ". . . good for her students."[6]

Mr. Newby, Student A's Catalyst advisor, stated that he hoped Catalyst can help Student A find a way to allow her to structure her own education and to make better use of her energies. In working with the LD class, Mr. Newby would like to see this ". . . rather shy, fairly capable girl . . . gain in her self-image."[7]

Student A said she is developing a positive feeling for her chosen project as she becomes more involved. She said she liked what she is doing. The children have given her a "good feeling" yet she finds that they test her patience, and she does not know whether she is ready to handle all the responsibility her sponsor plans for her. She said that ". . . Due to Catalyst, I can live out another year at school."[8]

Shadow Study of Catalyst Student B

> Sure, I'll be happy to cooperate on a shadow study for Catalyst, but I really wouldn't be in the Catalyst program if Independent Study had not joined up with Catalyst this fall.[9]

This was the response of Student B when he was asked to participate in the descriptive study of Catalyst.

Catalyst Student B said that except for a short time in the 9th grade he has always liked school, received good grades, and been interested in learning. He is a Student Council representative, a member of Shaker's debating team, a member of the soccer team, and coach of cross country skiing. Student B's courses this year include Senior Flex (independent work in literature), Music Theory, Contemporary America (History), and Independent Study. He arrives at Shaker at 9:30 A.M. for his first class and spends all day there even though he only attends two formal classes. Much of his time is spent in meetings or in the library reading for Flex and his Independent Study project.[10]

From a discussion between Student B and his sponsor, the following information about his project was gathered. The title of the project is The New Deal. Student B said that he became interested in this period of American History in his Flex course last year and decided this summer that he wanted to study it on his own. His parents were supportive since his father had participated in similar independent learning experiences. His sponsor, a high school History teacher, said that this boy was "Shaker's History buss," and this project was ". . . like a post-graduate course for him."[11] See the following pages, Figure 4, for Student B's Contract. (Signature page is omitted).

This particular project will cover a full year of activity for which the student will obtain 1 unit of history credit. His sponsor said, "He is taking a bath in the subject of the New Deal"[12] before he decides on a topic for his research paper. He has developed a bibliography from many sources and is using reference material in several libraries. He meets monthly with his sponsor at which time he describes his readings to her and ". . . uses her as a sounding board for his ideas."[13] Through his readings he has developed an understanding of New Deal legislation and the role important people played in that period.

Figure 4
Contract- Catalyst Student 8
SHAKER HEIGHTS HIGH SCHOOL
Shaker Heights, Ohio

BEST COPY AVAILABLE

54

FILE DATA

NAME ____ ADVISOR Mr. William Fowby

ADDRESS PERIOD 3 TEACHER Everson

PHONE COUNSELOR Mr. Bachman

PARENT GRADE 12

CONTRACTUAL AGREEMENT

TITLE OF PROJECT The New Deal

GENERAL AREA OF STUDIES History (art, English, math, science, etc.)

TYPE OF PROJECT
(Check either credit earning or non-credit earning, and circle specific type)

I. X CREDIT EARNING: 1/4 unit 1/2 unit [✓ 1 full unit] ____ units

The general hour requirements for credit earning experiences are listed below. Please check the one which covers your project. If your agreement with your sponsor differs from the hours required, please see a Catalyst Staff person.

ACADEMIC SUBJECTS (English, foreign language, math, social studies, etc.)

____ ½ credit requires 20 hours with a sponsor and 40 hours of independent work.
X 1 credit requires 40 hours with a sponsor and 80 hours of independent work.

NON-ACADEMIC SUBJECTS OR LAB SUBJECTS (art, home economics, science, etc.)

____ ½ credit requires 27 hours with a sponsor and 53 hours of independent work.
____ 1 credit requires 54 hours with a sponsor and 106 hours of independent work.

PHYSICAL EDUCATION

____ ¼ credit requires 20 hours with a sponsor and 40 hours of independent work.
____ ½ credit requires 40 hours with a sponsor and 80 hours of independent work.

II. ____ NON-CREDIT EARNING: volunteer work audit of a course
work experience credit earning course for
another institution

Please indicate on the line how many hours per week will be spent working on your non-credit earning project. ____________

Figure 4
Contract--Catalyst Student B

OUTLINE OF PROJECT
(for examples, refer to the green help sheet)

In the space below describe as clearly as possible what you want to do.

I want to study the New Deal in many aspects. Was the New Deal needed? How did the personality of FDR contribute to the creation and effectiveness of the New Deal? Did the New Deal do what FDR wanted it to do? Did it fail? If so, how? Did it change life in the United States?

By using the library, books, magazines, news papers and other reference material, and by discussing the subject with knowledgeable people, I feel that I can understand the effect of the New Deal on the nation's history, and can conclude for myself the answers to these questions.

In the proper space, check how you wish to be graded: _____ pass-fail
or
__X__ letter grade

Describe below how you want your project evaluated. Detail how you, your sponsor, and your Catalyst Staff advisor will be involved in the evaluation.

My final report will be presented in written form and submitted to my sponsor for evaluation and review.

Figure 4

Contract--Catalyst Student B

In this space explain how this project will benefit you - how you will use what you propose to learn, and more generally, how this experience will help you as a person. (Will you learn about other people, learn about yourself, become more self confident, become more mature, etc.)

By learning about the New Deal I feel that I can better understand the system of government in our country. I can also learn about the relationship between government and industry.

I am considering a career in government and/or law. For either of these fields I must understand the New Deal and the changes it brought to the American system of government.

The subject has interested me for quite a while. I consider this a wonderful opportunity to study it in depth.

In this space describe the arrangements for your seminar group made by you and your Catalyst Staff advisor.

As I understand it, usually twice a month there will be a group meeting of all independent study students whose subjects are similar. I would like to participate in these meetings.

In the January 9, 1974 meeting Student B and his sponsor discussed how the New Deal had impacted Americanthought. Although he is interested in intellectual history, they agreed that there are difficulties on researching and writing about historical ideas. It was decided that they would talk about a specific topic or thesis at their next meeting so that Student B could begin his paper in March.

The sponsor said that she has always been involved in Independent Study, but she has only sponsored the "more serious students."[14] She said that for these students, it has always been a positive, satisfying educational activity. But, she added, "... a teacher has a limited amount of time for sponsoring students."[15] She has had to turn some students down. Next semester she has agreed to be a sponsor for a student who failed a history course and wished to make it up independently. On the subject of community sponsors, she feels that someone at the school ought to know how knowledgeable and capable a sponsor is before he is asked to serve.

Mr. Newby, Catalyst advisor to Student B, said that he needed to spend little time helping him develop the New Deal Contract. Student B had learned many research skills in his Flex course last year including how to write a contract. He described Student B as an energetic boy who is following through on an interest from last year and who is testing his ability to work on his own. Mr. Newby summarized his feelings by stating: "He has passed the 10 mile canoe trip on his own; now he is going after the 100 mile canoe trip."[16]

Student B attended one seminar and offered his opinion that it was ". . . a good thing even though it took time."[17] He would like to see students grouped together based on the similarity of their project. Then they would have "...real knowledge to share."[18]

Student B said that the four colleges (Wesleyan, Hamilton, Beloit, and MacAllister) to which he is applying all support and encourage Independent Study. He said that this experience has increased his interest in learning. He is auditing extra classes and his academic average has improved. He has a better feeling about himself and "... likes being off on his own alot."[19]

Shadow Study of Catalyst Students C and D

Catalyst students, C and D, are two girls who have similar ideas about their education. They have designed Catalyst projects that are alike. This shadow study data about the girls was collected at the same time, and it is combined in the description.

The two girls live near each other, have attended Shaker schools all their lives, and have been close friends for the past five years. Because they have insufficient credits to be Seniors, they are considered Juniors even though they plan to graduate in June, 1974. Both girls stated:

> . . . we 'hacked' around during the past two years, failed or dropped courses, cut classes,or didn't come to school . . . Shaker is so competitive, with so much pressure, grades are given on a curve which really didn't indicate what you had learned, . . and there are alot of unnecessary rules, including the gym requirement.[20]

Both girls said that most of their friends had dropped out of Shaker; some were attending alternative schools. Neither of the girls has been active in any of the School's extracurricular activities. However, one girl has recently served on a Counselor Evaluation Committee. The other said, "I think I have attended one sports event, a football game, in my three years at Shaker."[21]

Both girls said that this summer they came to realize that they wanted a high school diploma, and this was the year they must graduate. They said that ". . . we have matured alot and found ourselves."[22] They decided to take a heavy load of courses in 1973-74 to catch up with their class and graduate. On the next page is Table 10, "Course Schedule of Students C and D." It indicates the extent of their academic program.

Last year, Student C's guidance counselor recommended that she investigate Catalyst for an English credit. She did develop a project within the school but because of a personality conflict with the teacher-sponsor Student C never completed the project.[23]

Students C and D use the same guidance counselor who recommended to both students this fall that they talk to the Catalyst staff about designing a program to meet their needs. The normal load at Shaker consists of four courses per semester. By completing Catalyst projects more credits can be obtained. Both girls said that Mr. Trost has been extremely helpful in planning their programs so they can graduate in June. "He is the greatest!" they exclaimed.[24]

These girls are involved in art and gym projects through Catalyst. Each attends a two hour evening art course one day a week at the Fairmount Center for the Performing Arts in Chagrin Falls, Ohio. They drive to class and pay about $45 for the instruction. Student C is learning about ceramics; how to use the potter's wheel, glaze and fire clay objects. Student D is learning how to make jewelry: how to cut, sodder, polish and set stone in silver and other metals.

Table 10

Course Schedule of Catalyst Students C and D

Student C's Courses	Student D's Courses
Senior Crafts (Art)	Drawing and Design (Art)
Work-Study (clothing store)	Make up Math
War and Peace (English)	Flex English
Contemporary America (History)	Contemporary America (History)
Foods	Film as Art
Gym	Gym
Typing	Catalyst Projects:
Make up Math	Jewelry Making at Fairmount Center (Art)
Catalyst Projects:	Independent Gym
Ceramics at Fairmount Center (Art)	Shaker Heights Nature Center (Science)
Independent Gym	

The girls had learned about the Fairmount Center from another Shaker student who had taken courses there. They made their own arrangements to attend the classes. Copies of their contracts can be seen on the following pages, Figures 5 and 6. (Signature pages have been omitted).

Catalyst student C's sponsor was not available for interview. Student D's sponsor said that she was enjoying teaching the Shaker student. The sponsor indicated that she knew almost nothing about Catalyst, but she is aware of the fact that she needs to make an evaluation in order for the student to receive credit. Since the Fairmount Center is basically an adult recreation-education program, she had hoped for some prior contact with the Catalyst staff before making the evaluation.[25]

The girls' Catalyst advisor, Mr. Trost, sees graduation as the prime objective for their programs. Although Student C has 7½ credits to get this year, he has observed an ". . . almost complete turn around in her attitude and is optimistic that she will graduate."[26] Student D who needs

Figure 5
Contract--Catalyst Student C
SHAKER HEIGHTS HIGH SCHOOL
Shaker Heights, Ohio

BEST COPY AVAILABLE

FILE DATA

NAME
ADDRE
PHONE
PAREN

ADVISOR Trost
PERIOD 3 TEACHER Moss
COUNSELOR Benthros
GRADE 12th

CONTRACTUAL AGREEMENT

TITLE OF PROJECT Ceramics

GENERAL AREA OF STUDIES Art (art, English, math, science, etc.)

TYPE OF PROJECT
(Check either credit earning or non-credit earning, and circle specific type)

I. X CREDIT EARNING: 1/4 unit 1/2 unit 1 full unit ½ units

The general hour requirements for credit earning experiences are listed below. Please check the one which covers your project. If your agreement with your sponsor differs from the hours required, please see a Catalyst Staff person.

ACADEMIC SUBJECTS (English, foreign language, math, social studies, etc.)

_____ ½ credit requires 20 hours with a sponsor and 40 hours of independent work.
_____ 1 credit requires 40 hours with a sponsor and 80 hours of independent work.

NON-ACADEMIC SUBJECTS OR LAB SUBJECTS (art, home economics, science, etc.)

✓ ½ credit requires 27 hours with a sponsor and 53 hours of independent work.
_____ 1 credit requires 54 hours with a sponsor and 106 hours of independent work.

PHYSICAL EDUCATION

_____ ¼ credit requires 20 hours with a sponsor and 40 hours of independent work.
_____ ½ credit requires 40 hours with a sponsor and 80 hours of independent work.

I. _____ NON-CREDIT EARNING: volunteer work / work experience / audit of a course / credit earning course for another institution

Please indicate on the line how many hours per week will be spent working on your non-credit earning project. ________________

BEST COPY AVAILABLE

Figure 5

[illegible] Contract--Catalyst Student C

OUTLINE OF PROJECT

(for examples, refer to the green help sheet)

In the space below describe as clearly as possible what you want to do.

Learn new ways to express different types of art.

I [illegible] I am going to learn to work on a wheel.

Make [illegible] [illegible] glaze [illegible]

In the proper space, check how you wish to be graded: ✓ pass-fail
or
____ letter grade

Describe below how you want your project evaluated. Detail how you, your sponsor, and your Catalyst Staff advisor will be involved in the evaluation.

I will work [illegible], he look over it [illegible] change [illegible] and [illegible] then sign.

BEST COPY AVAILABLE

Figure 5

Contract--Catalyst Student C

In this space explain how this project will benefit you - how you will use what you propose to learn, and more generally, how this experience will help you as a person. (Will you learn about other people, learn about yourself, become more self confident, become more mature, etc.)

To [illegible] a credit, and learn new explanations of things.

In this space describe the arrangements for your seminar group made by you and your Catalyst Staff advisor.

Periods 1-2

BEST COPY AVAILABLE

Figure 6
Contract—Catalyst Student D
SHAKER HEIGHTS HIGH SCHOOL
Shaker Heights, Ohio

FILE DATA

NAME	ADVISOR Mr. [illegible]
ADDRESS	PERIOD 3 TEACHER Mr. Reid
PHONE	COUNSELOR Mrs. [illegible]
PARENT	GRADE 12

CONTRACTUAL AGREEMENT

TITLE OF PROJECT [illegible] making

GENERAL AREA OF STUDIES Art (art, English, math, science, etc.)

TYPE OF PROJECT
(Check either credit earning or non-credit earning, and circle specific type)

I. ✓ CREDIT EARNING: 1/4 unit 1/2 unit 1 full unit 1/2 units

The general hour requirements for credit earning experiences are listed below. Please check the one which covers your project. If your agreement with your sponsor differs from the hours required, please see a Catalyst Staff person.

ACADEMIC SUBJECTS (English, foreign language, math, social studies, etc.)

_____ ½ credit requires 20 hours with a sponsor and 40 hours of independent work.
_____ 1 credit requires 40 hours with a sponsor and 80 hours of independent work.

NON-ACADEMIC SUBJECTS OR LAB SUBJECTS (art, home economics, science, etc.)

✓ ½ credit requires 27 hours with a sponsor and 53 hours of independent work.
_____ 1 credit requires 54 hours with a sponsor and 106 hours of independent work.

PHYSICAL EDUCATION

_____ ½ credit requires 20 hours with a sponsor and 40 hours of independent work.
_____ ½ credit requires 40 hours with a sponsor and 80 hours of independent work.

II. _____ NON-CREDIT EARNING: volunteer work audit of a course
work experience credit earning course for another institution

Please indicate on the line how many hours per week will be spent working on your non-credit earning project. _____________

BEST COPY AVAILABLE

Figure 6
Contract--Catalyst Student D

OUTLINE OF PROJECT
(for examples, refer to the green help sheet)

In the space below describe as clearly as possible what you want to do.

Making Jewelry, silver, brass, and copper. I'll be making rings, bracelets and maybe necklaces.

In the proper space, check how you wish to be graded: ✓ pass-fail
or
____ letter grade

Describe below how you want your project evaluated. Detail how you, your sponsor, and your Catalyst Staff advisor will be involved in the evaluation.

During class time my sponsor will critisize my work by telling me what is ~~[illegible]~~ right with the piece and what is wrong. Then I will meet with Mr. Trost and share the information with him.

BEST COPY AVAILABLE

Figure 6

Contract--Catalyst Student D

In this space explain how this project will benefit you - how you will use what you propose to learn, and more generally, how this experience will help you as a person. (Will you learn about other people, learn about yourself, become more self confident, become more mature, etc.)

From this class I plan on develping my ~~img~~ imagination, in the ways of ~~[illegible]~~ being able to get ideas to ~~creat~~ make other things in painting, etc.

In this space describe the arrangements for your seminar group made by you and your Catalyst Staff advisor.

6½ credits has ability but does not use it; he has spent much time with her and is hoping that she too will graduate.[27]

Both girls said they enjoy attending classes at Fairmount Center and that they are getting satisfaction from their art projects. However, the girls differed in their opinions as to whether the Catalyst program had made Shaker any more pleasant for them. Although they have kept in touch with Mr. Trost, neither has attended a student seminar. They agreed that their parents have positive feelings about Catalyst because they want their daughters to graduate. Neither girl has decided whether she will attend college, but it was their unanimous opinion that they would have dropped out of Shaker without Catalyst, and because of it they can look forward to graduation.[28]

Shadow Study of Catalyst Student E

Catalyst Student E, a Shaker Junior, attended an independent boys school for five years before coming to the high school in 10th grade. He said that" . . . Shaker's a pretty friendly place,"[29] but he is not really interested in participating in any extracurricular school activities.

Last year he cut classes and fell behind and ended up failing Geometry for the first semester. Mr. William Trost tutored him. Student E also 'rapped' with him about many things including Catalyst. He had wanted to do a project at the Free Clinic but was not able to find anything specific to do there.

This year Student E's courses include English, Business Math, U.S. History, two required gym classes, a non-credit T.V. course and Catalyst. Student E's Catalyst project is titled Child Development. He will work 54 hours with his sponsor and 106 hours independently to receive one

Science credit. Figure 7 on the following pages is a copy of the boy's contract. (Signature pages are omitted).

Student E is working one day a week at University Hospitals under the direction of a pediatrician who is his sponsor. This doctor is a personal family friend. For the project, Student E is reading independently about child development, he is being exposed to children's health problems through observations in the pediatric clinic, and he is viewing the activities of medical personnel and the operations of a hospital. Student E is in the process of developing a testing instrument--an original block puzzle which he will use with children of early childhood age. He is also developing a checklist that he will use when observing children. He has tried to design the testing instrument so that neither inner city children nor suburban children will have an advantage. He plans to present his findings by video taping the testing sessions through a one way glass in the examining room.

Catalyst advisor, Mr. Trost, had little involvement in designing the contract. It was handled by Student E and his sponsor who spent at least four sessions developing the project.[30] Because Student E did not come to the hospital with any predetermined idea of what he wanted to do, the doctor showed him around the hospital, familiarized him with the life-science library, and had him observe the child therapist as she screened children. Student E also visited a kindergarten and a nursery school before developing his testing instrument.

Student E's sponsor said that although Student E needs quite alot of direction, he wants him to work out his problems as independently as possible. The sponsor has written an initial evaluation which can be seen on page 72, in Figure 8. The Doctor feels that he does not have

Figure 7

Contract--Catalyst Student E

SHAKER HEIGHTS HIGH SCHOOL
Shaker Heights, Ohio

BEST COPY AVAILABLE

FILE DATA

NAME [redacted]
ADDRES
PHONE
PAREN

ADVISOR Mr. Trust
PERIOD 3 TEACHER ________
COUNSELOR Mr. Looney
GRADE 11

CONTRACTUAL AGREEMENT

TITLE OF PROJECT Child Development

GENERAL AREA OF STUDIES science (art, English, math, science, etc.)

TYPE OF PROJECT
(Check either credit earning or non-credit earning, and circle specific type)

I. _____ CREDIT EARNING: 1/4 unit 1/2 unit [✓ 1 full unit] _____ units

The general hour requirements for credit earning experiences are listed below. Please check the one which covers your project. If your agreement with your sponsor differs from the hours required, please see a Catalyst Staff person.

ACADEMIC SUBJECTS (English, foreign language, math, social studies, etc.)

_____ ½ credit requires 20 hours with a sponsor and 40 hours of independent work.
_____ 1 credit requires 40 hours with a sponsor and 80 hours of independent work.

NON-ACADEMIC SUBJECTS OR LAB SUBJECTS (art, home economics, science, etc.)

_____ ½ credit requires 27 hours with a sponsor and 53 hours of independent work.
✓ 1 credit requires 54 hours with a sponsor and 106 hours of independent work.

PHYSICAL EDUCATION

_____ ¼ credit requires 20 hours with a sponsor and 40 hours of independent work.
_____ ½ credit requires 40 hours with a sponsor and 80 hours of independent work.

II. _____ NON-CREDIT EARNING: volunteer work audit of a course
work experience credit earning course for another institution

Please indicate on the line how many hours per week will be spent working on your non-credit earning project. ____________

BEST COPY AVAILABLE

Figure 7

Contract--Catalyst Student E

OUTLINE OF PROJECT
(for examples, refer to the green help sheet)

In the space below describe as clearly as possible what you want to do.

In this project I would like to work with the development of the two to five year old child. I am picking this age group because at these ages a lot of changes are made, They begin to walk, talk, and self educate themselves and operate with more body coordination. What are the patterns in growing up? This is what I intend to find out. First, I will need the background on child development I will be reading about this by such authorities as Spock, Gesell and Piaget. I will be observing patients of Dr. William Staples a pediatrician at University Hospitals. I will be experimenting with the different aspects of child development. Finally University Hospitals has an A/V system used for operations + other events. I will learn how to operate this equipment during the year and for my final project I will make a film on child development

In the proper space, check how you wish to be graded: ✓ pass-fail
or
_____ letter grade

Describe below how you want your project evaluated. Detail how you, your sponsor, and your Catalyst Staff advisor will be involved in the evaluation.

I would like my project evaluated so that Mr. Frost Dr. Staples and myself can sit down with the Catalyst evaluation and go over them and discuss what is going on, and what are the problems and what we can do to solve them

BEST COPY AVAILABLE

Figure 7

Contract--Catalyst Student E

In this space explain how this project will benefit you - how you will use what you propose to learn, and more generally, how this experience will help you as a person. (Will you learn about other people, learn about yourself, become more self confident, become more mature, etc.)

This project is a unique one, and when I work out of the traditional classroom set up I learn more & do more. And I think that this is a needed change of pace for me. I have always enjoyed being with children and this could be a base for a future career in this area. This project will give me the chance to ① Work with children ② Read about child development which I may never read ③ Being able to experiment in the field of child development ④ Working on a film which I may never get a chance to do again.

In this space describe the arrangements for your seminar group made by you and your Catalyst Staff advisor.

As of now every 2 weeks I will be meeting with other Catalyst students and we will talk about the ups and downs of each project and possibly benefit from the others experiences

BEST COPY AVAILABLE

Figure 8

INITIAL STUDENT EVALUATION
BY
THE PROJECT SPONSOR

Catalyst Student E

The purpose of this form is to provide the sponsor a vehicle through which he/she can share the invaluable insights which come from one-to-one relationships and to record the specific achievements made along subject lines.

PART I

Does the student seem to really want to grow in the area of his project?

I feel he does. He's catching on was slow however I feel he is beginning to generate some steam on his own.

Is your relationship with the student smooth, or are there obvious tensions? Please elaborate.

The relationship is smooth when our direction is plain. When we both are groping for the next step it becomes difficult, however I feel most of that is past

Are there specific habits of the student which please you or bother you? If so, please list them.

Interested
Demonstrates enthusiasm
Has opinions which he expreses well.

Are there any emotional conditions which either help or hinder the student? Please elaborate.

None specific

PART II

Describe the work done and gains made by the student during the past month.

He has done background reading to ready himself for the project. He has shown creativity in working out the methodology and has demonstrated enthusi[illegible]m in putting it together. I am pleased.

12/17/73
Date

Signature of Sponsor

9/73

enough time to spend with the student so he is making arrangements for him to work with other medical staff involved in educational activities. He would like him to ". . . learn what the scientific method is without sending him to a book."[31] He continued: ". . . I see medical education as a continuum that has to start somewhere. I want to work with students at all stages of their medical education and have their experiences be relevant to them whatever their age."[32] The Doctor has been introduced to Mr. Trost, and it is his belief, based on reports from Shaker personnel, that "Bill Trost obviously has a charisma that appeals to certain students."[33]

Mr. Trost, the Catalyst advisor, said that he sees Student E as ". . . an easy going boy who is not particularly excited about school, nor especially science in a formal setting."[34] He estimated that he had spent 20 hours in the spring of 1972 talking about Catalyst and generally socializing with him.

Student E said he liked his project. He found the Catalyst seminars "boring." He did hear another Catalyst student talk about a music project which made him think that he might like to design a similar one with the guitar in the future. He said ". . .Catalyst is not a 'household word' at Shaker."[35] At the conclusion of the interview, he said: ". . . I like going out in the community rather than always sitting in class . . . I've had problems developing this project, . . . but I'm proud of what I've done."[36]

FOOTNOTES

[1] Statement by Mr. William Trost, personal interview, November 12, 1973.

[2] Question asked by Mr. William Trost in a Catalyst student seminar, November 13, 1973.

[3] Based on draft of report to Martha Holden Jennings Foundation by Mr. William Trost, December, 1973, p. 3.

[4] Statement by Catalyst Student A, personal interview, December 19, 1973.

[5] Ibid.

[6] Statement by Sponsor of Catalyst Student A, personal interview, December 19, 1973.

[7] Statement by Mr. William Newby, personal interview, December 20, 1973.

[8] Catalyst Student A, December 19, 1973.

[9] Statement by Catalyst Student B, telephone conversation, December 18, 1973.

[10] Statement by Catalyst Student B, personal interview, January 9, 1974.

[11] Statement by Sponsor of Catalyst Student B, personal interview, January 9, 1974.

[12] Ibid.

[13] Catalyst Student B, January 9, 1974.

[14] Sponsor, Catalyst Student B, January 9, 1974.

[15] Ibid.

[16] Statement by Advisor of Catalyst Student B, telephone conversation, January 10, 1974.

[17] Catalyst Student B, January 9, 1974.

[18] Ibid.

[19] Ibid.

[20] Statement by Catalyst Students C and D, personal interview, January 8, 1974.

[21] Catalyst Student D, January 8, 1974.

[22] Catalyst Students C and D, January 8, 1974.

[23] Catalyst Student C, January 8, 1974.

[24] Catalyst students C and D, January 8, 1974.

[25] Statement by Sponsor of Catalyst Student D, personal interview, January 8, 1974.

[26] Statement by Advisor of Catalyst students C and D, personal interview, January 9, 1974.

[27] Ibid.

[28] Ibid.

[29] Statement by Catalyst Student E, personal interview, January 11, 1974.

[30] Statement by Sponsor of Catalyst Student E, personal interview, January 10, 1974.

[31] Ibid.

[32] Ibid.

[33] Ibid.

[34] Statement by Advisor of Catalyst Student E, personal interview, January 9, 1974.

[35] Catalyst Student E, January 11, 1974.

[36] Ibid.

CHAPTER 5

SCHOOL'S SELF EVALUATION, PROBLEMS AND IMPACT

School's Evaluation of Program

1972-1973 School Year

During the first year of the Catalyst program there were informal evaluations by members of the Shaker Heights High School. There were no formal evaluations that year. In the bi-weekly staff meetings, much discussion and planning occurred. For example, see "Minutes of Catalyst staff meetings," Appendix J. Concerning staff meetings, Mr. Trost wrote:

> Before any action was taken for a student, the staff would question the person who was directly involved with that student, often giving new insights and revealing new areas to be explored. Only after two or three of these sessions was the final recommendation made and put into action. This procedure made the planning stage our main focus.[1]

Besides the bi-weekly staff meetings, evaluations of the program occurred frequently in informal conversations between the Catalyst staff and others such as Dr. William Greenham, Principal, and Mrs. Margaret Mitchell, Community Resource Person. Through ideas presented on an informal basis, alterations and additions were instituted for the 1973-74 year. Program changes evolved such as the combining of Independent study with Catalyst and contract and evaluation forms were developed.

Guidance Counselor and part-time Catalyst staff member, Mr. Kenneth E. Looney made an evaluation of the program for his Masters Essay for John Carroll University.[2] He interviewed twelve Catalyst students and gave them a questionnaire to complete. He tried to determine if there were any changes in attitudes as a result of the student's involvement in Catalyst. Students chosen for the study were those:

> 1. having academic difficulty and who could find no help within the present structure. . .having a strong dislike for school . . . having withdrawn except physically from school.
>
> 2. having home problems . . . conflicting values between parent and child.
>
> 3. having academic success but who tolerated the system only because they recognized its value for college preparation. . . and who saw Catalyst as a program where they could help design their own project.

The 12 Catalyst students were involved in the following projects:

4 projects completed within the high school utilizing the resource person who came to school or a Shaker staff person serving as sponsor

5 projects within the City of Shaker Heights

3 projects within greater Cleveland community agencies: YMCA, Cleveland Institute of Music, VA Hospital.[3]

All students except one (who had a legitimate excuse) completed their projects and received good evaluations. In reviewing the results of the questionnaire, see Appendix N, Mr. Looney stated that:

> . . . all students stated they had learned what they agreed to accomplish and now had a more positive attitude about school
> . . . all students passed all other academic courses--most felt motivated to learn and found learning to be interesting and enjoyable in their Catalyst project.
> . . . the majority stated they had gained more self-confidence, learned to assume more responsibility for their own learning success and had changed their attitudes about additional educational plans.

1973-1974 School Year

Upon reviewing the student enrollment list on November 15, 1973, Mr. Trost said that four students were participating in the program for the second year and that there had been no follow-up studies of students using Catalyst during 1972-73.

Students have taken a role in evaluating Catalyst this Fall. In groups of eight to ten they met with Mr. Newby and Mr. Trost in bi-monthly seminars where they exchanged ideas, discussed problems and suggested changes in the program. These seminars were informal evaluations of how well Catalyst was operating. In addition, students dropped in on the Catalyst office during free periods to discuss their individual experiences with the staff.

The Catalyst staff held two group meetings with the eight guidance counselors during the Fall to inform them of the organizational procedure for writing contracts,choosing sponsors, and obtaining evaluations of student progress. Counselors reported that they have discussed Catalyst related subjects with Mr. Newby and Mr. Trost by telephone and in occasional meetings.

The two Catalyst staff members conferred about the program daily during the time that their Catalyst office hours overlapped. There has been frequent dialogue between the Catalyst staff and Dr. Fritz Overs, Principal, with respect to contract approvals and other Catalyst matters. During the 1973-74 year, Dr. Overs said that Catalyst will undergo a formal evaluation as part of the North Central States' evaluation of Shaker Heights High School.[4]

Mr. Fred David, Assistant Superintendent, indicated that this would be the year for an evaluation of Catalyst and that the new Principal, Dr. Overs, would do his own evaluating. Any recommendations for the Catalyst program would come from the high school.[5]

Problems Noted Within Program

In preceding chapters the style of the Catalyst study has been descriptive. In this chapter, dealing with Catalyst problems, the focus endeavors to be analytical and interrogative. These comments emanate from the experiences and evaluations of persons connected with Catalyst. The questions posed are the researcher's.

In Chapter 2, Data, it was stated that Independent Study became a part of the Catalyst program in the fall of 1973. In interviews it became evident that about half of the guidance counselors and administrative staff regard these two programs as having different objectives and appealing to the needs of different types of students. Mr. MacNamara, a part-time Catalyst staff member in 1972-73, and presently a science teacher, stated that he had not wanted Independent Study to become a part of Catalyst because then the direction would be a movement away from helping "lost kids" with their educational problems.[6] On the other hand, Mr. Newby and Mr. Trost, Catalyst staff, regard all students that they work with as Catalyst students whether they are academically able, average, below average, or turned-off. Although all students working through the Catalyst office are treated on an individual basis, they experience similar procedures such as writing a contract, keeping a time log, attending seminars, meeting with sponsors, and being evaluated. Some of the Catalyst students interviewed stated that they were doing an Independent Study project while others stated they are involved in a Catalyst project. Does the combination of Independent Study with Catalyst enhance, or, detract from student needs which were seen originally by the Community Council in 1971 as being fulfilled by Catalyst?

The addition of student seminars is a new Catalyst method initiated in the fall of 1974. The Catalyst staff is presently evaluating them. Some students and sponsors and staff are asking this question: Can anything be accomplished in a seminar with people of different interests and backgrounds? How can Catalyst students interact meaningfully with each other?

Another problem exists in budgeting for Catalyst and in trying to estimate cost perpupil. It is difficult to calculate the number of students using the service at any given time. A Catalyst project may be initiated at any time so the student enrollment figures vary. A number of students obtain counseling on their problem questions about the program and other concerns while never actually developing a project. Staff load can be very heavy at certain times of the year. How can adequate staff be determined for this program?

Shaker personnel discussed problems of relating the original Catalyst philosophy to its implementation, especially in respect to the contract. Two counselors questioned whether Catalyst really can do something for the very turned-off student who does not make any effort, can not design a project, and needs a great deal of checking up on to fulfill his contract.[7] Another counselor expressed concern that the program was not reaching the very weak student or the black student.[8] Mr. MacNamara questioned whether the contract was better suited for a capable, motivated student than a lost and confused student.[9] He wondered whether an hour or two a day working on a community activity for Catalyst could really help a mixed-up student and whether a turned-off student would be well accepted in the community.[10] However another counselor said that the Catalyst staff is really trying to deal with these turned-off students, and without Catalyst these students might be lost.[11] The Catalyst staff said that they felt that the program is successful if the student has some interest that can be expanded upon. Such an interest can result in the formation of a contract.[12] Is the establishment of a contract, however, a realistic approach to a turned-off student?

In the area relating to community persons serving as sponsors, there was concern from one faculty member interviewed that it was difficult to control the quality of community sponsors that give credit to Catalyst students.[13] Should there be criteria for a community person that agrees to be a sponsor?

Some persons say there is a public relations or communications problem due to the newness of the program--the fact that Catalyst was in its second year of operation. About a dozen Shaker Heights High School students informally questioned indicated that they did not know what Catalyst was. Half of the sponsors interviewed were not clear about the objectives of Catalyst even though they enjoyed working with the students. Mr. Trost said that he did not think all counselors understood the objectives of Catalyst.[14]

In concluding this discussion which notes the problems in Catalyst, an opinion expressed by Dr. Allan Glatthorn at the Associated Public Schools Systems Workshop on Alternative Education should be kept in mind:

> . . . let us have a chance to be free to fumble or fail . . . don't breathe down our necks . . . all programs will have problems . . . Therefore, let's declare a moratorium on evaluation.[15]

Impact

Information about the Catalyst program has been disseminated to other schools and to the community. The main methods have been through newspaper articles and mimeographed material, by word of mouth, and by participation of staff in workshops on alternative education.

In March, 1972, after the Community Council's recommendations were accepted by the Shaker Heights Board of Education, two newspaper articles about Catalyst appeared. The Sun Press, on March 9, 1972, printed an article, "Shaker Schools Group Maps Alternate Routes to High School Diploma." The Cleveland Plain Dealer, in the spring of 1972, printed an article, "Shaker To Air Plan for Pupil Disliking School." See Appendix O for these articles.

In addition in the Catalyst office there is mimeographed material about Catalyst (much of which is in the appendix--see particularly the brochure, Appendix I). There have been some direct mailings of mimeograph material, but there is no list available of those to whom information about Catalyst has been sent.

Mr. Joseph Szwaja, one of the eight administrators of the Shaker Heights school system and Director of School-Community Relations, has helped disseminate information about Catalyst.[16] He has described the program to the PTA of Onaway School as well as to other groups such as the parents of 3.5 "key" winners at Shaker High School. When Mr. Szwaja meets new families moving into the Shaker community with high school age children, he describes Catalyst as one alternative to consider. Lastly, Mr. Szwaja said he would call to teachers' attention, alternative programs workshops in the Shaker Heights school system's magazine, All Hands.

Another administrator, Mr. Robert Stinson, Director of Special Services, talks with guidance counselors, school psychologists, teachers, and parents about alternatives at the high school including Catalyst and about the adjusted program for elementary and junior high, an individualized program for selected students.[17]

The third administrator interviewed, Mr. Fred David, Assistant Superintendent, is very familiar with the Catalyst program, and it was through his cooperation that Shaker Heights High School's Catalyst program was studied for the Jennings report.

The Catalyst staff has shared information about the program since its inception. In the spring of 1973, Mr. William Newby participated in two panel discussions sponsored by the Pace Association for approximately 150 Cuyahoga County educators. The focus was on alternatives for "turned-off" students. He shared details about Catalyst and various problem-solving approaches he had attempted. Mr. William Trost said that he has talked twice to the Shaker Heights PTA about the program, and that in the fall of 1972 he participated in a program describing alternatives on a telerama station.[18] He reported that he had shared information with the following schools: CULC, the Street Academy, Orange City schools, Hathaway Brown, and Cleveland Public schools. In 1972 he worked with Mr. William Rosenfeld, a teacher in the Cleveland Heights-University Heights School system, on the feasibility of an alternative secondary school on a multi-district level to include East Cleveland, Shaker, Beachwood, Cleveland Heights-University Heights.[19] This did not materialize.

Mrs. Margaret Mitchell, a part-time Catalyst staff member in 1972-73, participated in a workshop at CWRU open to all educators in March of

1973 on Alternative Forms of Education. Keynote speaker was Dr. Mario Fantini. Although Mrs. Mitchell had a special room and time alloted to describe Catalyst, she found she had no listeners and so she joined Dr. Fantini's discussion group.[20]

Dr. Fritz Overs, Principal, and Mr. William Trost, Catalyst staff member attended the Associated Public Schools Systems workshop. The delegates were mainly administrators and principals of participating school districts. It was an all day meeting held on November 29, 1973. After Dr. Alan Glatthorn's address on alternative programs, the delegates met in groups of about twenty persons to hear what local school districts are providing in the way of alternative programming. There were three sessions on Catalyst. About sixty persons heard Dr. Overs and Mr. Trost explain the Catalyst program and answer questions about it.

Lastly, the Catalyst students and sponsors play a part in disseminating information. On an informal basis, the students tell their peers, their parents, and others about Catalyst. The sponsors may talk about the program in the community, and this helps spread the word about Catalyst.

Future Plans

Earlier in this chapter, in the section describing "Problems Noted Within the Program," there is indication that some persons involved with Catalyst would like to see some changes in the program. However, it appears from the comments of all of the persons interviewed that they feel the Catalyst program should be continued.

The persons who spend the most time on the program, staff members Mr. Newby and Mr. Trost, suggested some changes for the future. Mr. Newby said he would like to teach Human Relations instead of Flexible English. He would come in contact with a wider range of students teaching Human

Relations. He would prefer not to be associated with the reading and writing skills which many Catalyst students do not enjoy and feel they have had all they need. He also said that he would like to see counselors become more involved and an effort made to find more sponsors in certain areas such as math and science. He would like to reduce the Catalyst administrative paperwork to a minimum so that he would have more time for dealing with students.[21]

Mr. Trost said he wished that a stronger sense of community would develop among the Catalyst students.[22] He would like to have more flexibility in student schedules so they could find larger blocks of time for their Catalyst project. He would like to have a more open type of student-counselor relationship--where counselors were not overloaded with administrative duties but where they had more time to discuss problems with students.[23]

Dr. Fritz Overs became the Principal of Shaker Heights High School this Fall. When interviewed, Dr. Overs did not comment about future plans that he might be considering for Catalyst.

Assistant Superintendent, Mr. Fred David said that the future of new programs in the Shaker Heights School district will depend largely on the passage of the tax levy to be presented to the voters in May, 1974. Mr. David added that all programs have priorities and new ones often tend to be vulnerable if the budget must be cut back.[24]

In closing this descriptive study of Catalyst, a remark made by Mr. Trost on December 20, 1973 is indicative of the attitude of those associated with the program:

> . . . we saved a few kids and helped alot of others . . . students

who would have dropped out or would have been kicked out of Shaker stayed at school and finished, and liked their educational experience in the Catalyst project.

---

[1] Based on draft of report to Martha Holden Jennings Foundation by Mr. William Trost, December, 1973. p. 1.

[2] Kenneth E. Looney, "Alternative Forms of Educational Programs Within The Traditional School Setting: A Group Case Study of the Shaker Heights High School's Catalyst Program" (unpublished Masters Essay, John Carroll University, August 8, 1973).

[3] Ibid.

[4] Statement by Dr. Fritz Overs, personal interview, November 15, 1973.

[5] Statement by Mr. Fred David, personal interview, November 19, 1973.

[6] Statement by Mr. David MacNamara, personal interview, November 16, 1973.

[7] Statement by Mr. Pat Burke, personal interview, November 12, 1973 and by Miss Dorothy Orndorff, personal interview, November 6, 1973.

[8] Statement by Mr. Kenneth Looney, personal interview, November 1, 1973.

[9] MacNamara, November 16, 1973.

[10] Ibid.

[11] Statement by Mrs. Betty Bonthius, personal interview, November 12, 1973.

[12] Statement by Mr. William Trost, personal interview, January 17, 1974.

[13] MacNamara, November 16, 1973.

[14] Trost, January 17, 1974.

[15] Speech by Dr. Allan Glatthorn, "Alternative Education", Associated Public Schools Systems Workshop, Cleveland, Ohio: November 29, 1973.

[16] Statement by Mr. Joseph Szwaja, personal interview, November 19, 1973.

[17] Statement by Dr. Robert Stinson, personal interview, November 16, 1973.

[18] Statement by Mr. William Newby, personal interview, December 20, 1973.

[19] Trost, November 12, 1973.

[20] Statement by Mrs. Margaret Mitchell, personal interview, November 14, 1973.

[21] Newby, December 20, 1973.

[22] Trost, December 20, 1973.

[23] Ibid.

[24] David, November 19, 1973.

Appendix A

SPONSOR QUESTIONNAIRE   CATALYST PROGRAM   SHAKER HIGH

1. How did you hear of the Catalyst program?

2. In what way were you involved in the contract write up?

3. What do you see as the objectives of Catalyst? Of this particular student that you are sponsoring?

4. What methods of evaluation of the student's work will you use?

5. Do you have any relation to parents, faculty at the high school, or Catalyst staff?

6. Do you like this program well enough to recommend it to anyother high school student? Would you like to serve as an advisor to other students?

7. Do you have any suggestions for the Catalyst program?

Appendix A

STUDENT QUESTIONNAIRE CATALYST PROGRAM SHAKER HIGH

1. What is your age and grade at Shaker?

2. What is the title of your project? Who is your sponsor? Are you getting credit for your work in Catalyst? In what subject?

3. How long have you been in Catalyst?

5. How did you hear about Catalyst? Describe your first inquiries and associations with Catalyst?

6. Describe your project?

7. What other courses do you take at Shaker High School?

8. What are you interested in learning through Catalyst? Could you do this learning in the regular program at the high school?

9. Are you learning what you set out to learn?

10. Have you noticed any changes in your personal development?

11. What are your parents reactions to Catalyst?

12. Are there any ways in which Catalyst makes school more desireable for you?

13. Do you have any problems with the Catalyst project or any suggestions for its improvement?

14. Do you like the program well enough to recommend it to another student?

Appendix A

INTERVIEWING AGENDA
SCHOOL LEADERS OR ADMINISTRATORS

Keep in mind that you may have to approach your interviewee more than once in order to clarify the answers you were given in the initial interview, or obtain details that could not be obtained through records you will investigate. Refer to your check list for details you may want to include in follow up interviews.

1. What are your objectives at this program?
   a. Why was it established?
   b. What did the founders hope to achieve?
   c. Have the objectives changed since the founding of the school?
   d. Are there any written statements of the objectives? Where are they located? May we have access to them?
   e. Does this program lead to a high school diploma?

2. Who started this program?
   a. Are there any written records on the founding of the school? Where are they located? May we have access to them?
   b. What other background information can you give me on the founding of the program that might be in the records?

3. What kinds of students does the program serve?
   a. range of ages?
   b. types of home backgrounds?
   c. personality types?
   d. other identifying characteristics of student population?
   e. how are students recruited?

4. How is entry and exit from the program handled?
   a. How are students recruited?
   b. What are the criteria for admission?
   c. How many students have been denied admission and why?
   d. Is there a limitation on enrollment?
   e. When and how may students leave the program?

5. What kinds of instructors do you have?
   a. How many teachers?
   b. Do you utilize teacher aids, paraprofessionals, or volunteers
   c. How are Instructors hired?
   d. Has the staff of the program changed in any way since the founding of the program? If so, how?

6. How is your program orgainzed?
    a. What is the distribution of authority? Who has administration responsibilities for the program?
        1) Is there an administration?
        2) Do you have any type of diagram showing staff and administrative organization? What is the organization?
    b. What kind of curriculum do you have? (range and types of "courses" offered)
    c. Describe the physical plant? Is there a diagram available?
        1) How many rooms do you have? (or - how do you use the space available to you)?
        2) How were you able to obtain the use of this particular space?
        3) Has your location changed since the beginning of the program? If so, name previous locations and reasons for moving.
    d. What kind of a daily time schedule do you have? Is it necessary to coordinate with the traditional school schedule?
    e. How are students grouped? (by age? interests? abilities)?
    f. What kinds of rules and disciplinary measures exist? (for truancy, misbehavior, etc.)
    g. Describe any changes that have occurred since the founding of the program in school organization, curriculum, grouping, or policy.
    h. Are there any records on school organization? Where are they located? May we have access to them?

7. Do you offer any special programs or services to your students? (guidance, job placement, etc.)
    a. If so, describe them.
    b. How do these programs make your program different from the traditional one?

8. What are your methods of evaluating yourselves (as teachers or school leaders) and your institution to see if your objectives are being met?
    a. do you keep student records?
    b. do you hold periodic meetings?
    c. do you do follow up studies on students who have left?
    d. If there are any written records or evaluation forms, may we see them?

9. What do you do in order to establish good public relations?
    a. With the community in general?
    b. with parents of students?
    c. with students outside of the program?
    d. how are parents informed about the program?
    e. do they participate? How?
    f. Is there parental input to program development?
    g. can we have samples of literature you send out?
    h. do you feel that you have established good relations within your community? Explain

10. How do you attempt to establish relations with other schools in the area?
    a. With what schools and school personnel do you communicate? (get names)
    b. How, exactly, is information disseminated? (obtain samples)
    c. What indications are there that your message has been received?
    d. Do you feel that your methods are working? Why or why not?

11. How and why do you feel that your program has been successful in educating the students it serves?

12. What are the shortcomings and deficiencies of the program in your opinion?

13. How do you view your financial situation at the present time?
    a. Is it better, worse, or about the same as when the program started? Explain.
    b. For what, specifically, do you need more money?
    c. What is the source of your funding?

14. What do you see for the future of your program? Will there be changes in:
    a. objectives?
    b. organization?
    c. curriculum?
    d. location?
    e. teachers or student population?
    f. methods or policies?*

* You may want to ask whether any changes have occurred since the founding of the school.

Appendix A

COUNSELLOR INTERVIEW CATALYST PROGRAM SHAKER HIGH

1. When and how did you hear of Catalyst?

2. What is your specialized training. Have you ever worked with alternative programs elsewhere?

3. What do you see as objectives for Catalyst?

4. What ate your particular objectives in working with Catalyst? Are your objectives being reinforced in Catalyst? How?

5. How many students do you counsel? How many of these students use Catalyst? What types of students are interested in the service? What % that show interest, actually use the service?

6. As you look at Catalyst, are there any particular skills, infor--mation, etc. that you are trying to give the student.

7. What are some of the activities that your students are involved in through Catalyst? Are there any particular students you would like me to observe and talk with?

8. Do you find any motivation or discipline problems occuring as a result of Catalyst participation? How do you deal with these?

9. How often do you see the Catalyst students and how do you evaluate them?

10. How do you evaluate yourself as a counsellor in respect to Catalyst? How does your supervisor evaluate you in respect to Catalyst?

11. How do you communicate with parents? How do you view the parent role?

12. How often do you communicate with the Catalyst staff, formally and informally?

13. What do you feel are:
    The major strengths of the program
    The shortcomings of the program

14. What do you see for the future for Catalyst (goals, methods, expansion)?

15. How does Catalyst fit into the total school program at Shaker?

Appendix B

ABSTRACT OF PROPOSAL

BEST COPY AVAILABLE

Title:	Planning for Future Programs at Shaker Heights High School
Submitted by:	Shaker Heights City School District 15600 Parkland Drive Shaker Heights, Ohio 44120 William H. Greenham, Principal Edward L. McMillan, Administrative Assistant

Objectives:

1. To form a community council consisting of parents, students, teachers and school administrators to begin to plan for programs to be instituted in the school year 1972-73.
2. To determine at an early point in the planning whether the programs under discussion can be implemented in the school year 1972-73.
3. To continue planning in greater detail for those programs which seem feasible for Shaker Heights High School in 1972-73.

Procedures:

The community council will be selected in early May by procedures described in the proposal. Preliminary meetings will be held in May and early June to determine the feasibility of further planning for programs to be implemented in September 1972. Once it has been decided that definite programs are feasible, the summer will be spent in laying the groundwork for meetings of the council to be held throughout the school year 1971-72. With some assistance from consultants, the council will plan in detail for the programs to be started at Shaker Heights High School in September 1972.

Time Schedule:	May 1, 1971 to June 30, 1972
Total Cost of the Program:	$16,610
Total Grant Funds Requested:	$ 8,410
Total Local Funds Committed:	$ 8,200
Date Transmitted:	March 26, 1971

BEST COPY AVAILABLE

Introduction

In the November/December 1971 issue of the magazine Social Policy, Mario Fantini of the Ford Foundation makes the point that one key assumption of educational policy-makers in the 1960's was that the educational problem "was with the student, not the school, with the client rather than the institution." The consequence of that assumption was to increase the quantity of educational resources without much consideration toward changing the nature of the resources; in short, to provide more of the same. Fantini goes on to say that the 70's will be a decade in which "the educational consumer will be provided with more opportunities to make educational choices." This is precisely the direction in which Shaker Heights High School would like to move: to provide more choices for the students.

Dr. William H. Greenham, principal of Shaker Heights High School, has written:

> "It has been customary in the past to organize schools as unified institutions. Programs, daily schedules, use of classrooms and other facilities, and standard operating procedures have been administered as if the arrangements applied to all students and all teachers. As I look ahead, I see a departure from this unified approach to school organization and movement toward sub-units in an interrerlated institution. The sub-units will not be alike in intent or organization, but will compliment each other to make up a comprehensive school program. Some might doubt that a variety of educational programs can coexist in the same school. I believe they can, and view this possibility as an exciting opportunity for extending the concept of high quality education which has been so important in the past in our school community."

(Dr. Greenham's report to the Shaker Heights Board of Education from which this was excerpted is appended.)

Statement of the Problem

What follows in this section is a statement of the problem as seen through the eyes of school administrators. It is their idea of what exists at Shaker Heights High School and does not reflect the student's point of view. Getting the student's point of view will be a primary task in the planning for which this proposal is being written. An indication of the sincerity of the interest of the administrators in getting a valid expression of student opinion is the fact that the council recommended in this proposal will have fourteen students (half the total) as members.

Shaker Heights has one high school which has a student body drawn from all areas of the city. The racial mix is about 80% white and 20% black. There are three broad groups of students attending Shaker Heights High School; those who are content with the basic program of the high school - to prepare its students for college in a more or less traditional manner, those who are willing but not quite able to take part in the basic program, and those who feel that the basic program is in serious need of revision.

The first group of students at Shaker High, still the majority, are content with the present program. They are both black and white although the percentage of black students in this group may be less than that in the entire student body. These are the students from whom Shaker's National Merit scholars come; last year Shaker had 36 semi-finalists. These students run the school newspaper, act in the school play, sing in the school chorus and fill the advanced placement classes. They are willing to tolerate a certain amount of boredom because they know that much of the teaching they have is of a high quality. They also know that they must follow a certain path to go on to college, and college is their chief aim.

The second group of students, many of whom are black, are willing but perhaps not quite able to participate in the traditional college preparatory program. Many come from families who have struggled to get to Shaker Heights because it means that their children will be able to go on to college and assume important positions in society. These students comprise the bulk of the lower level classes. Ability grouping in Shaker Heights High School consists of placing students in different classes called levels such as Level 3 English. There were originally 5 levels in each course but now there are generally only 3. These students participate less in school activities and they feel the frustration of being caught between their parents' desires and their own inadequacies - or the school's inadequacies.

The third group of students, mostly white, are dissatisfied with most of the school's programs. They are in middle or lower level classes despite the fact that, in many cases, their potential seems greater. They do not participate in school activities and frequently scorn those who do. They do not, for example, view the student council as a legitimate representative of student views. These students question almost all the school rules and do not hesitate to break many of them. They gather in certain sections of the high school and openly show their contempt for the tradition of Shaker Heights in their dress, their behavior and their attitude. It is largely from this group of students that the activists come. There are constant challenges to the authority of adults. For example, many of these students will sit in the halls of the high school openly defying anyone to stop them. Last school year during the October Moratorium period, some of these students marched to the administration building and picketed at the door. They demanded to talk to the superintendent who was out of town. Finally they did meet with the assistant superintendent who was able to satisfy them as to the reasons for the procedures of the administration during that period.

These three main groups of students react quite differently to the traditions of Shaker Heights. Those students who are willing to enter into the competitive college-bound curriculum seem also willing to accept their position as the sons and daughters of the wealthy and successful. They look forward to going to college in the east. They are willing to tolerate the occasional boredom and pedantry of some of their courses because they feel their goal is worth it. They are aware of educational changes and would like to see some in their own school, but they are understanding the difficulties involved in overcoming the obstacles to change. They accept certain classical standards in their education, such as the line by line scrutiny of Shakespearean plays, as inevitable steps to becoming well-educated. They also accept, without much difficulty, the petty rules and regulations which have grown up over the years at Shaker Heights High School.

The students who have dropped out in almost every way but physically - reject many of the traditions of Shaker Heights. They not only read the literature of the new left, they also are very much influenced by it. Perhaps partly because of a feeling of guilt that they have enjoyed the fruits of a system they profess to despise, they are even more bitter in their deunciation of the faults of the society in which they live. Particularly, they are critical of the school which they view as an out-moded institution capable now only of keeping them prisoners. They scorn those who compete within the traditional curriculum; they scorn the student council; they scorn the students who take part in the school newspaper, in sports and in other activities. They sympathize with the blacks and the poor although their backgrounds and interest have given them little association with either group. The thoughts of many of the students in this group are perhaps expressed in the book, Our Time is Now, a book which takes many excerpts from various high school underground newspapers. One student wrote in Our Time is Now that "what is palmed off as an education is largely a collection of fact and information, a collection of required readings and required subjects and electives that have no meaning to our lives." Another student, in criticism of the great stress put upon testing by teachers wrote, "Aristotle has said, 'All men by nature desire to know.' Yet, since the first, most teachers have taken the opposite approach, assuming that students have no interest or desire to learn much of anything."

The third group of students, who are mostly black, are also dissatisfied with what they find at Shaker Heights High School. But their dissatisfaction is of a very different kind from the students in the second group. In many cases, the dissatisfaction is self-directed. These students wonder why they cannot succeed as their parents expect them to. They begin to doubt their own capabilities when teachers grow impatient with them and when they are assigned to lower level classes. In many cases they are not rejecting a culture of which they feel a part, but they are being rejected by that culture because they are being found inadequate by its standards. They feel hostile toward the high school because it has not made them at home, more than because they do not want to be at home in it.

Overall Program Design and Management

Based on the background described above, it is the feeling of the principal of Shaker Heights High School and some key members of his staff, that programs must be developed which will be appropriate for the different groups of students. These programs will not exclude the students in the different groups from one another because there will be overlapping courses. However, the programs will be designed in large part to suit a particular group of students. This grant is being requested to provide the funds needed to plan these programs properly. The planning will proceed as described in this section.

The first step will be to form a community council which will consist of the following members:

1. The administrative assistant to the superintendent
2. The principal of the high school
3. The two assistant principals of the high school
4. The two deans
5. Four teachers chosen by the faculty
6. Fourteen students chosen by their peers (or just selected)from representative groups of students
7. Four parent representatives selected through the PTA

The council will have a chairman and a secretary and will meet weekly. Its minutes will be recorded and disseminated as broadly as possible. The council will act with the full authorization of the superintendent and the board of education. Its recommendations will be presented to the superintendent at the meetings of the Shaker Heights Secondary Curriculum Council, a group already established within the Shaker Heights City School District. If that group approves the recommendations, they will be forwarded to the Board of Education at their regular meetings. Recommendations approved by the board then become the guidelines for the implementation of the project. This will require that the council work closely with the high school staff. It is intended that the council will meet for about three hours each week. The topics to be discussed will include the purposes of the high school, the need for variety in the types of programs offered at the high school, why discipline is a problem, and how students are brought into active participation in school life.

The selection of administrators for the council will probably be the least difficult to make. There are certain people who, by virtue of the administrative role they play, ought to be members of the council. These positions have been listed.

Parents will be selected through the PTA, but there will be a strong effort made to assure that parents will be selected who will represent a variety of points of view. In the same way, a strong effort will be made to select teachers and students representing different points of view.

Arrangements will be made to provide substitutes for the teachers so that these meetings can be held during the school day, probably from 1 - 4 pm. There will be opportunities for council members and others to travel to other schools where exciting ideas pertinent to our planning are in operation.

Objectives

The objectives of this project are as follows:

A. To form a community council to plan for new programs at the high school.

B. To decide by July 1, 1971 whether it is feasible to begin to form definite plans for programs at the high school.

C. If the planning is continued as we believe it will be, to have formal presentations made by each group represented (students, parents and staff) of what programs should be instituted at the high school.

D. To have each presentation discussed thoroughly in the council.

E. To decide by December 1, 1971 which of the programs presented and discussed will be put into operation at Shaker Heights High School - (The decision will be reached by a vote of the council).

F. To plan in further detail for the implementation of the programs chosen by the council - planning will include scheduling, personnel, curriculum, and efforts to gain community support.

G. To communicate continuously with the students, parents and staff of the high school while the planning is in progress.

Technical Assistance

At present, plans call for having consultants in for brief periods of time chiefly to work with the council. The major planning will be done by the council. There will be a major contribution from the students and professional staff whose daily experience with the problems under study should enable them to present reasonable solutions.

Operation

This grant is being requested for planning. The chief purpose is to explore a great many ideas and to seek the thoughts of those with particular concern for Shaker Heights High School. What has been suggested above as possible directions in which the planning may lead, is tentative. It represents the current thinking of the high school principal, some faculty members, some students, and a few others. The grant will enable us to take these tentative beginnings and develop them into clear and solid plans for new programs at Shaker Heights High School.

It might be well to mention, in view of the current difficulties in financing public education throughout Ohio, that it is very probable that any new programs which are begun as a result of this planning will be carried on without additional personnel. However, it is not felt that this should be a serious handicap since Shaker Heights High School has a low pupil-teacher ratio which should assist in making an easy transition to a more varied curriculum.

Communication

Communication between the project planners and the rest of the staff will be maintained through the internal publication All Hands, as well as through more detailed periodic reports. Many members of the high school staff will be directly involved in the planning, and every member will attend several meetings at which the plans will be discussed.

Dissemination

It is felt that the programs developed out of this planning will have significant implications for other high schools in the Cleveland area. Every effort will be made to record as carefully as possible the steps taken in developing the programs. The process will be given publicity in the area and visits to discuss the development of the programs will be welcomed. Perhaps Shaker Heights High School has an advantage in this regard because its reputation already draws some attention to its activities. At a time when students and citizens are anxious for educational reform, this project could help provide a local model for reform.

Evaluation

The proof of the value of this planning will be in the programs which result from it. However, there also will be opportunity for evaluation during the planning stages. The evaluation at those stages will consist of determining whether the process of planning is appropriate (i.e. Are we involving students, parents and staff? Are we remaining on schedule?, etc.).

Schedule

The tentative schedule for this project is as follows:

May 1971 ....Formation of Community Council
May to Mid-June .... Four meetings to discuss feasibility of project
Mid-June............. Decision whether to enter upon planning for operation or not
Mid-June to September...... Details of planning sessions for school year 1971-72 worked out by task force
September 1971 - June 1972 .... Bi-weekly meetings to plan for implementation during school year 1972-73
September 1972 .... The programs planned under this project go into operation

Budget

It is understood as part of the terms of this proposal that if the community council decides that it is not feasible to implement the programs discussed at its earlier meetings and that therefore further planning is made unnecessary, the major part of the funds received under this proposal will be returned. The decision as to whether detailed planning will continue will be made by the council in mid-June. The budget for this project refers only to costs involved in the planning of this project. The implementation and continuation of the programs to be planned will be financed by local funds.

	Grant Funds	Local Funds
Partial Salary of Administrative Ass't to Supt. (2/5)	-	$6,000
Substitutes for Planning Committee Members	$1,080	-
Substitutes for Department Heads and Key Teachers to Allow Visits	-	1,000
Travel for Staff Visits to Other Schools (includes plane fares, car mileage, expense for distant and local staff travel)	2,000	-
Consulting Assistance	2,000	-
Consultant Travel and Expenses	1,050	-
Summer Employment of two Students to Assist in preparations for 1971-72	1,280	-
Materials, Clerical Assistance (including data processing) and Printing costs	1,000	-
Telephone	-	200
Film Rental	-	500
Postage and Labels	-	500
TOTAL	$8,410	$8,200
Grand Total $16,610		

Appendix C

REPORT AND RECOMMENDATIONS
OF
THE COMMUNITY COUNCIL

MARCH 7, 1972

SHAKER HEIGHTS HIGH SCHOOL
SHAKER HEIGHTS, OHIO

COMMUNITY COUNCIL MEMBERSHIP

1971 - 1972

STUDENT MEMBERS

Sue Braham, Senior
Paul Campbell, Junior
Holly Federico, Junior
Charles Fox, Junior
Randall Ginn, Junior
Nancy Goulder, Senior
Zachary Green, Sophomore
Ira Kaplan, Senior
Alan Mooney, Sophomore
Elliot Negin, Senior
Kim Ringler, Senior
Jessie Roberson, Senior
Sally Rocker, Senior
Helen Takacs, Sophomore

TEACHER MEMBERS

Mrs. Crystal Gifford, Business
Mr. Kenneth Looney, Counselor
Mr. David McNamara, Science
Mr. Wm. Trost, Mathematics

PARENT MEMBERS

Mrs. Juanita Dalton
Mrs. Jane Jackson
Mrs. Jeannette Lenkoski
Mrs. Margaret Mitchell

ADMINISTRATOR MEMBERS

Mr. Kenneth Caldwell
Dr. William Greenham
Dr. Edward McMillan
Mr. Robert Mohney
Mr. Albert Senft
Mr. Allen Zimmerman

Shaker Heights High School
Shaker Heights, Ohio 44120
March 7, 1972

TO: BOARD OF EDUCATION MEMBERS

It is my pleasure to forward to you this report and recommendations of the Shaker Heights High School Community Council.

The Community Council - consisting of students, parents, teachers, administrators - was formed in June, 1971, to coordinate planning for educational programs of the future at Shaker Heights High School. The Community Council was made possible through a planning grant of some $8,400.00 from the Martha Holden Jennings Foundation.

The proposal to the Jennings Foundation called for the establishment of the Community Council to determine during the 1972-72 school year which, if any, alternative educational programs being discussed in the district could be implemented by September, 1972, and to coordinate detailed planning for those programs which seem feasible for Shaker High beginning in 1972-73.

The Council has been extremely busy in its deliberations, having held sixteen meetings of the entire Council plus many meetings of the Council's Task Forces. A critical session was the two-day retreat held October 28 and 29 at the Mt. Augustine Training Center, West Richfield, Ohio.

The dedication of members of Community Council to the task at hand and their investment of time and energy has been impressive and gratifying. No one individual or no group of individuals provided the stimulation or direction for the Council's work. This certainly has been a community experience for all members of Community Council.

I particularly want to express appreciation to Mr. William Trost, a teacher member, who has served as Chairman; Miss Nancy Goulder, a student member, who has served as Co-Chairman; Mrs. Crystal Gifford, a teacher member, who has served as Recording Secretary; and Dr. Edward McMillan, Administrative Assistant to the Superintendent, who has served as Executive Secretary. Each of these individuals has contributed uniquely to the work of the Council.

I, also, must acknowledge the generous financial support of the Martha Holden Jennings Foundation. Without the Jennings support, we probably could not have initiated the study which has resulted in this report and recommendations.

To: Board of Education Members (Cont'd)

Without the support and encouragement of Superintendent John Lawson and Assistant Superintendent Fredrick David, the study could not have been accomplished. On behalf of Community Council, I express our sincere appreciation to the Jennings Foundation, to Dr. Lawson, and to Mr. David.

The work of the Community Council is not yet completed. We will continue to function for the remainder of this school year, and will plan for the continuation of our work in the future. I am proud of the Council's accomplishments to date, and commend them to you without reservation.

Sincerely,

William H. Greenham

William H. Greenham
Principal

THE COMMUNITY COUNCIL

THE NEED FOR A COMMUNITY COUNCIL

There were many signs last year, both in Shaker Heights and around the country, that public and private high schools were not satisfying a good many students and parents. Shaker High students already were seeking ways to modify their school. Some had been instrumental in the creation of a pilot program known as "Flexible American Studies." or in the initiation of a Senior Project Program, which took place in May and June. Students were responding eagerly to new course offerings such as Humanities and to the mini-courses in Senior English and Contemporary America. Enrollment in Independent Study Projects was increasing.

The influence of experiments with alternative forms of education in other high school throughout the country was being felt in Shaker Heights. Two neighboring high schools were developing programs of "flexible studies." Reports of experimental high schools, such as the John Adams High School in Portland, Oregon, were being read in Shaker Heights. Although these reports whetted the appetite of Shakerites for accelerated experimentation with alternative forms of education, they also urged caution in proceding to make any monolithic changes in the instructional program of a high school.

During the 1970-71 school year, the Shaker High PTA sponsored two meetings on changing patterns of secondary education in which parents, teachers, and students participated. These meetings generated the need for a plan through which Shaker Heights could rationally and effectively evaluate alternatives in planning for the future.

In late March, a proposal was transmitted to the Martha Holden Jennings Foundation seeking financial support for the creation of a Community Council which would be charged with the evaluation and planning needed for the future of Shaker High. The proposal subsequently was accepted by the Jennings Foundation, and the Shaker Heights High School Community Council became a reality in June, 1971.

THE PURPOSES OF COMMUNITY COUNCIL

The initial proposal described three primary objectives for the study to be undertaken. These objectives were:

1. To form a Community Council of parents, students, teachers, and administrators to begin planning for programs to be instituted in the 1972-73 school year.

2. To determine at an early point in the planning whether programs under discussion can be implemented in 1972-73.

3. To continue planning in greater detail for those programs which do appear to be feasible in 1972-73.

These primary objectives have provided the essential framework for the organization and deliberations of the Community Council. The Council has learned, of course, that many secondary objectives emerge as a group begins to function. These include objectives related to communication of ideas and the need for feedback, the emergence of factors previously overlooked in examining educational alternatives - student expectations, teacher skills, interpersonal relationships, and the need for continuing coordination of this work beyond the life of this Council.

THE ORGANIZATION OF COMMUNITY COUNCIL

There are 28 members of the council; 14 members are students, four are parents, three are high school teachers, one is a high school counselor, five are administrators at the high school, and one is a central office administrator. Originally, all the student members were Student Council members, but since some felt that they did not want the responsibility, the appointed other students to take their places. The parents were appointed through the PTA, and the teachers were elected at large by the faculty. The administrators were appointed; the deans and assistant principals attend alternate meetings.

At an early meeting of the Council, one of the teachers was nominated as co-chairman and another teacher as recording secretary. A bit later, the students elected a student co-chairman. The co-chairmen have alternated chairing the meetings. The central office administrator was nominated executive secretary. It was agreed that the co-chairmen and the executive secretary make up the agendas for the meetings. Meetings have been open to anyone, and anyone has had the right to request items for the agenda.

During the summer prior to this year of planning by the Council, a staff worked, with the direction of the executive secretary, to prepare information for Council members to use in their meetings. Interviews with parents and students were taped, books on education were read and reviewed or excerpted, and a tentative schedule was made to assist the Council.

Since September, the Council has held regular bi-weekly meetings. In addition, four Task Forces were organized for two main purposes: to draw in people who were not Council members to work in the planning, and to concentrate on more specific areas of planning before submitting such plans to the full Council for discussion and action. These Task Forces met frequently during the formative stages of developing recommendations.

Consultants were brought in including Father Thomas Shea, Principal of the experimental school, CULC, in Cleveland; Dr. Jerry C. Olson, Assistant Superintendent for Vocational Education in the Pittsburgh Public Schools; and Robert B. Schwartz, former Principal of the John Adams High School in Portland, Oregon. Council members visited other schools including New Trier, Evanston, Illinois and the Baldwin-Whitehall school district near Pittsburgh. The Council members also went on a weekend retreat which was a great help in coming to a focus on what would be the nature of the new programs.

BEST COPY AVAILABLE

THE FUTURE OF COMMUNITY COUNCIL

There are several tasks which the Community Council must complete during the remainder of this school year. First if the recommendations which follow are approved, Community Council must provide the leadership necessary for their implementation. The Council is aware that additional organization and detailed planning will be required. Much of this has been anticipated. Other issues undoubtedly will emerge.

Secondly, the Council recognizes that there will be a need in the next school year for a coordinating committee to assist Shaker High staff and students with the implementation of recommendations, with providing volunteer assistance when needed, and with evaluating effects of new programs or courses. Although it is unlikely that the Community Council will continue beyond this year as an entity, the Council will develop a strategy for meeting those needs.

A third task yet to be completed is the development of recommendations regarding scheduling procedures for Shaker Heights High School. The Council has been considering recommending a plan of scheduling which would permit students to choose not only courses, but also teachers and time schedules. The selections would be made by students in early summer, following the development of a master schedule. The specific recommendation under consideration would include these steps:

1. A booklet for students describing the master schedule and procedures for course selection would be developed and distributed to members of the classes of 1972 and 1974 by June 15.

2. Members of the classes of 1973 and 1974 would register for courses for the 1972-73 school year during the week of June 19.

3. Members of the Class of 1975 and new entries will be scheduled by administrators in the summer.

Community Council is not yet ready to recommend the implementation of this scheduling procedure, although it continues to receive serious consideration.

The fourth task is one which has emerged with the Council, and which may be the most important task remaining. The Council recognizes the need for an examination of alternatives for dealing with the complexities of interpersonal relationships. Frequently in deliberations of the Council, it became evident that program or course recommendations were being designed to mediate problems of human relationships. It is the hope of the Council that some meaningful recommendations can be developed for dealing with these problems before the Council's work is concluded.

RECOMMENDATIONS OF COMMUNITY COUNCIL

I. The Community Council recommends that Shaker Heights High School students be given the opportunity, beginning in September, 1972, to earn high school credit for regular work experience plus concurrent enrollment in an Occupational Seminar. The purpose of this recommendation is to provide opportunity, in addition to enrollment in vocational courses, for students to develop occupational insights and to relate their school program to occupational experiences.

Many high school students have part-time jobs. Seldom do these jobs have any relationship to school programs. Seldom does the professional staff of the school have knowledge of or interest in the part-time jobs students hold. Community Council believes that work experiences can be meaningful educational experiences and that a greater occupational awareness is needed by most students. Work in conjunction with study should be recognized and accredited as part of a student's high school program.

It is our recommendation that students who will be employed for a minimum of ten hours weekly and who will register for an Occupational Seminar may earn one-half unit of credit each semester for their work experience. Students may locate their own job or may seek assistance in locating a job through the Shaker High Community Resources Bank. The Occupational Seminar will be scheduled during the school day, and will meet at least twice weekly. Participation in the Occupational Seminar is an integral part of this program proposal. Students may not earn credit for work experience without participation in the Occupational Seminar. The Occupational Seminar will focus on broad areas of occupational concern as well as job experiences of individuals enrolled. It will make use of field experiences and guest speakers.

The Occupational Seminar coordinator will be a Shaker High teacher who will become responsible for the Occupational Seminar in lieu of one or more teaching assignments. The amount of time to be made available to coordinating the Occupational Seminar will be dependent upon the number of students enrolled and the number of teaching periods which can be made available without the addition of faculty positions.

The Coordinator will be responsible for planning a variety of seminars which will provide general occupational experiences and insights, and which will provide each student opportunity to share his job experiences with other students in his seminar group. The Coordinator will arrange a minimum of one on-the-job visit to each student enrolled in the Occupational Seminar.

If a student is earning credit for work experience, the student's Counselor also will make one on-the-job visit each semester in order that the Counselor can become familiar with the nature of the job and will be better able to assist the student in educational and occupational planning.

BEST COPY AVAILABLE

Entry into the work experience-Occupational Seminar program will be by application prior to the beginning of each semester, in a manner similar to the procedures by which Independent Study currently is scheduled. Evaluation of work experience will be on a "Pass" or "Honors" basis, the evaluation system presently used for Independent Study. The Occupational Seminar Coordinator will be responsible for determining each student's evaluation.

Because the Coordinator will need considerable assistance in planning seminar experiences and establishing liaison with potential employers, industries, and business organizations, a Work-Study Advisory Committee will be organized. The Committee will include the Coordinator, a Counselor, the Community Resource Bank Para-Professional, an Assistant Principal, two students who are enrolled in the Occupational Seminar, and two community representatives. The Assistant Principal will have administrative responsibility both for the work of the Advisory Committee and the administration of this work-study program.

It should be noted that there are training opportunities available for teachers interested in occupational education. Community Council would make every effort for the teacher who would serve as Coordinator to participate in one or more of these training opportunities.

II. The Community Council recommends that a program to be known as CATALYST be developed and made available to students of Shaker Heights High School in September, 1972. The purpose of CATALYST is to provide an alternative opportunity for students who are dissatisfied with the present educational programs but who alone are unable to define an educational design that will meet their needs.

As the word CATALYST suggests, this proposed program is intended to be instrumental in making possible a more meaningful interaction between a student and his school. Nearly every secondary school is faced with the growing dilemma of "turned-off" students, those young people who gain little from the school and who have little allegiance for the school. Few secondary schools have discovered, or even tried, creative programs to deal with this dilemma. The Community Council believes that CATALYST is a creative program proposal which could meet some very important needs of some Shaker High students.

The essence of CATALYST will be the close working relationship of a student with a professional educator in an environment which permits a wide variety of educational programming. Two factors are essential if a student is to benefit from CATALYST. The first is the student's recognition of his inability to be successful within existing educational programs. The second is the student's willingness to work with the CATALYST staff in developing educational programming and to accept the staff's professional judgment in the development of those plans. Entry into CATALYST will begin with an interview, which may be initiated any time in the school year. It is important to note

BEST COPY AVAILABLE

that no student will be coerced into CATALYST, and that parents will become involved with the planning as it progresses.

The CATALYST staff will include one full-time teacher-counselor who will be responsible to the principal for the operation of CATALYST. The full-time staff member will be assisted by from three to five Shaker High teachers who will devote one or two periods daily to CATALYST in lieu of other teaching assignments. The number of assisting teachers will be dependent on the developing need for CATALYST staff and the number of teaching periods which can be devoted to CATALYST without the addition of teacher positions to the Shaker High faculty. At this time, it seems likely that the full-time CATALYST staff member will require one additional Shaker High faculty position, although every effort will be made to accommodate this additional position through staff reallocations.

The full-time CATALYST staff member must be a person with training in the mental health field, preferably with experience in adolescent counseling. Two personal characteristics are needed by each CATALYST staff member: the ability to relate positively and effectively with young people; the ability to accept a high degree of personal responsibility in a relatively autonomous educational setting.

When a student first is accepted for CATALYST, the initial activities will make up the Diagnostic Phase of the program. This is the period of interviews, the compilation of case histories, diagnostic testing, and educational planning. The student will be developing a close working relationship with one of the staff members during the Diagnostic Phase.

The student then moves into an Action Phase in which the educational plan, short-range or long-range, is implemented. Included in the Action Phase will be self and team evaluations of the educational plan, plan modification, and the determination of future educational directions for the student. It is anticipated that most students will progress to a point in their educational program where they no longer have dependency on the CATALYST staff. The rate of that progress undoubtedly will vary.

The CATALYST staff may use the resources of both the school and community in designing individual educational plans. Any normal organizational requirement (duration of experiences, evaluation of students, development of schedules, attendance regulations) may be waived by the principal upon the recommendation of the CATALYST staff. It would not be unusual for a CATALYST student to be enrolled in some regular classes, to be involved in a cooperative work experience part of the day, to be conducting an independent study project in the Cleveland area, to be away from school for a period of time while engaged in a specialized educational experience. The emphasis in CATALYST will be on individually determined learning experiences which are flexible plus related group learning experiences. Whatever educational plan is developed for a student, it will provide credit toward high school graduation.

Community Council on January 28, 1972, sent a letter to the PACE Association stating our intention to submit a proposal for financial support in 1972-73 for CATALYST. We learned on February 17 that our letter of intent was acceptable to PACE, and that our proposal should be submitted by March 31. Up to $10,000of financial support for CATALYST in 1972-73 could be forthcoming from the PACE Association if our proposal is accepted by the Project Advisory Committee.

III. The Community Council recommends that flexible study course offerings be significantly expanded at Shaker Heights High School, according to student interest and teacher availability. Flexible study courses are designed to emphasize self motivation and self direction by students, and to deemphasize the traditional role of the teacher, in the context of a cooperative group experience.

The interest of students in actively participating in determining the design of their educational experiences has been growing rapidly in many secondary schools. At Shaker High, a group of students supported by their parents, were instrumental in establishing a Flexible American Studies class for the second semester of the 1970-71 school year. The course has been continued in 1971-72 with a doubling of the enrollment

Students in Flexible American Studies take that course in lieu of Junior English and U. S. History. The students are provided considerable latitude in choosing the content and manner of study of their curriculum. The teachers, in fact, are facilitators, advisors, coordinators of learning, academic counselors, or teaching specialists, depending upon the needs which have been identified by the students as individuals and as a group.

Community Council believes that there is clear need for an expansion of flexible study opportunities, and urges that a number of additional courses be available to students beginning in September, 1972. This can be accomplished either by individual teachers offering one or more of their classes in a flexible studies framework, or by an interdisciplinary team of two or more teachers who offer a special course in a flexible studies framework.

Although the role of the teacher in flexible studies is different, it is no less demanding. Experience in the past two years indicates that the student to teacher ratio in flexible studies courses probably should not exceed 20:1. The responsibility of the teacher for monitoring each student's progress in a flexible studies course is particularly demanding, for it must be done individually and must be directly related to the student's goals. The evaluation of students by teachers must be frequent and flexible. Evaluations may be on a graded basis, may be Pass-Fail, may include individually written narrative reports. Flexible studies teachers have an unusual responsibility to assist students in becoming responsible for their own actions in a flexible and unstructured learning environment. Community Council also recognizes that teachers interested in flexible studies courses need the opportunity for some in-service training related to the different role of the teacher in flexible studies.

BEST COPY AVAILABLE

Additional teaching positions are not required to expand flexible studies course offerings at Shaker High. Rather, such an expansion will result in a reallocation of teaching time. What is required is the initiative of teachers who wish to offer flexible studies courses either individually or in cooperation with other teachers. Proposals for such courses will be transmitted to the Principal, who will be responsible for the administration of flexible studies courses in 1972-72.

Students will enter flexible studies courses by election, on a first-come-first served basis to the limit of the class spaces available. Students should recognize that there is much emphasis in flexible studies courses on student initiative and responsibility. Should the challenge of personal initiative and responsibility appear insurmountable, a student can transfer out of the flexible studies course into a regular school course. Such transfers may be initiated by the student or the teacher. Usually, the transfer is made only when both agree that it is the best alternative.

Group activities are an integral part of flexible studies courses. Although subject matter may be approached through full group meetings, small group seminars, independent study or research, individual work outside of school, the entire group together determines the directions and dimensions of the course. Emphasis in flexible studies is on learning to learn in a variety of individual and group experiences.

Flexible studies courses require flexible arrangements. Students in flexible studies are no less responsible than all students for meeting school and State regulations. Their movement in the building or travel outside of school to meet a variety of obligations or to carry on project work does, however, result in patterns which some observers find disturbing. Teachers of flexible studies are no less responsible than are all teachers for meeting their professional obligations. Their style of teaching and choices of the allocation of their teaching time also result in patterns which some observers find disturbing. There can be no doubt but that flexible studies courses require a higher degree of mutual trust and exercise of personal responsibility than often is expected of students and teachers.

IV. The Community Council recommends that a Community Resource Bank be established at Shaker Heights High School beginning in September, 1972. The purpose of the Community Resource Bank will be to provide all Shaker High students access to the rich human resources of our community, resources which can be useful in a variety of educational experiences.

In the changing high school, it is well recognized that education is not confined to the school building. Students and teachers increasingly are reaching out to their communities for resources which can be used in a greater variety of educational experiences. Shaker High has been making extensive use of the human resources of our community for a number of years through the use of volunteer tutors, guest speakers, and special project advisors. Some school programs - Independent Study, Humanities, Contemporary America, Senior Projects - have increased the need for these resources. Several of the other proposals of Community Council will contribute to an even greater need for community resources.

Community Council recommends that a para-professional staff position be created to organize and maintain a Shaker High Community Resource Bank. It is anticipated that such a position would require a person's services approximately six hours each school day. Although there is some possibility that the position might be filled initially on a voluntary basis, we should anticipate this being a regular staff position paid for at an equitable salary rate.

The Para-Professional need not have any special training, but must be a person who is capable of organizing an effective and efficient Resource Bank and who is able to effect positive inter-personal relationships with others.

The Para-Professional, who will be responsible to the Principal, will develop the Community Resource Bank and serve the students and staff in making arrangements for the use of the resources which have been identified.

It should be noted that the PACE Association, through a special grant, has been cataloging human resources available in Greater Cleveland during the current school year, and has made this information available to a number of school districts, including Shaker Heights. This project is to continue. The Shaker High Para-Professional will serve as a liaison with the PACE Association, thus significantly increasing the resources available to students and staff.

V. The Community Council recommends that a systematic reappraisal of existing courses at Shaker Heights High School during the 1972-73 school year. The purpose of this recommendation is to provide every department of the school opportunity to measure the effectiveness of departmental course offerings, in light of changing educational needs and developments.

The current educational scene is one of rapid change. A variety of educational philosophies, systems, and practices are identified daily in our mass media. Special interest groups in the nation, the state, and the community are promoting curricular changes, many of which would have far-reaching consequences. Community Council believes that the Shaker High professional staff, with student assistance and parental involvement, should become involved in a significant curriculum reappraisal which should include but not be limited to consideration of the following:

1. Variety in courses (electives).
2. Shorter courses (mini or semester courses).
3. Inter-departmental offerings (Humanities, Ecology).
   (Inter-departmental courses may be included in the program of Flexible Studies.)
4. New courses (Philosophy, Photography, Practical Application of Math, French Culture, Second Year Biology, Diagnostic Repairs)
5. Alternative means of meeting departmental requirements (changes in sequence, need for prerequisites, independent study.)
6. Evaluation procedures (graded, pass-fail, narrative reports).
7. Examinations (final exams, final papers, etc.)
8. Method of presentation and staff utilization (inductive teaching, team teaching, large group - small group).

In conducting these departmental reappraisals, Community Council has identified three additional issues which should be considered:

1. Required courses. Should not Shaker requirements in physical education and mathematics be the same as Ohio requirements?
2. Course evaluation. Should not students have the opportunity to systematically evaluate courses, the evaluations to be given to their teachers?
3. Faculty-Student Curriculum Review Board. Should not a Faculty Student Curriculum Review Board be instituted for the purpose of evaluating existing courses?

In planning for the 1972-73 school year, Community Council will take into account the need for organizing departmental reappraisals and the need for resource persons to assist the departments in that important endeavor.

Appendix D

SHAKER HEIGHTS HIGH SCHOOL

COMMUNITY COUNCIL

Interview Questions For Parents

To the Interviewer:

What follows is a guide for your interviews with parents of students at Shaker Heights High School. Although you will have to use your judgment about how to order the questions and about how to phrase certain other questions to elicit full responses, please try to stay as close to these questions as possible so that some sort of standardization may be maintained. Some background information and a few suggestions on how you might proceed are included with the questions.

Introduction

Acting on the assumption that there is need for some alternatives to the basic curriculum at Shaker Heights High School, a proposal was made to the Martha Holden Jennings Foundation for a grant to allow for planning those alternatives. The proposal resulted in a grant from the Jennings Foundation. Consequently, a community council of 28 members was formed. (The council has 4 parents, 4 teachers, 6 administrators and 14 students.) The council's first responsibility was to decide if there is a real need for different instructional programs at the high school. An affirmative answer meant that a full year would be spent in detailed planning and that the new programs would be implemented beginning in September 1972. The council has decided that the need is real and that we should proceed with the detailed planning. Thus, the council has committed Shaker Heights High School to beginning new programs in September 1972.

Work is being done this summer to prepare for the meetings which will be held once every two weeks throughout the next school year. This interview is part of our preparation for next year's meetings. The plan is to edit the interview and to use parts of it as resource material for one of our meetings. Selected parts of the interview will serve as a springboard into detailed discussion of important issues related to planning for instructional alternatives.

Please be frank in your statements. No attempt will be made to identify people unless they wish to be identified. Frankness will help to clarify the issues, to determine where changes are needed, and to set the direction for new programs.

The interview will consist of a series of topics including the content of current programs at the high school, appropriate goals in teaching, administrative procedures in selection of studies at the high school and future programs at the high school. (Since these topics overlap, the interviewer will have to make an effort to try to keep focused on one topic at a time.)

Content of Current Programs

(These questions are aimed primarily at eliciting some statements about the content or plan of courses and programs. They are not aimed at eliciting statements about teachers. The topic of teaching is covered later in the interview.)

BEST COPY AVAILABLE

Interview Questions For Parents

1. Judging from the experience of your own children, what courses or programs at the high school have been most worthwhile? What are the chief reasons why you have named those courses or programs?

2. Again using the experiences of your own children as a basis, what courses or programs have been the least worthwhile? What are the chief reasons why you have named these courses or programs?

3. Have your children been enrolled in any special programs such as independent study, humanities or work-study?

Goals in Teaching

What are appropriate goals in teaching? This age-old question still has more than one answer. Gilbert Highet, for example, has written, "Teaching has three stages. First, the teacher prepares the subject. Then he communicates it to his pupils, or those parts of it that he has selected. Then he makes sure that they have learnt it." For Highet, dispensing knowledge seems to be a goal of teaching. In contrast, William Glasser has stated, "Thinking of good questions (Glasser means questions leading to discussions - not to short answers.) is a part of good teaching; the inability to think of good questions is symptomatic of the fact-centered education that we must change." For Glasser an important goal in teaching is getting children "to think instead of to memorize."

Probably the most radically different goal in teaching is the goal of allowing the student to chart his own course and set his own speed in learning. In this situation, the teacher becomes a sort of adviser and counselor, someone to be there if the student wants him. A.S. Neill has written, "I believe to impose anything by authority is wrong. The child should not do anything until he comes to the opinion - his own opinion - that it should be done." This statement, which expresses the underlying philosophy of Neill's school Summerhill, sums up the ultimate in the goal of allowing a student to guide his own learning.

1. In your view, what goal should a teacher at the high school have in teaching your children? (There are certainly more possible goals than those used as examples above. There is no harm in having the respondent define his own goals of teaching.)

2. Judging from the experience of your children, do you feel that some goals of teaching at the high school are inappropriate? If so, which ones and why?

3. Do you believe it is good for your children to have experience at the high school with teachers who have different goals of teaching?

4. Do you feel that there are common characteristics which teachers at the high school should have regardless of their goals of teaching? If so, what are those characteristics?

5. Do you believe that your children at the high school should have an important part in deciding what they will study and how they willstudy it? (To what extent do you feel the high school student should decide what he will study? (It might be helpful, in order to clarify this question for the respondent, to distinguish between a student having no choices, a student having a choice from alternatives provided by the teacher, and a student having unlimited choices.)

Administration of Current Instructional Programs at Shaker Heights High School

(The questions asked under this heading are an attempt to find out whether the present instructional choices for students are sufficient in number and whether they are administered so as to allow students to participate fully.)

1. Do you feel that you are adequately informed of the options open to your children as they plan their courses and programs at the high school?

(The interviewer should have a Student Planning Guide which provides a brief description of courses offered at the high school.)

2. Have your children been able to enter the courses or programs they want to enter at the high school?

3. Do you feel that, with minor administrative adjustments, the present courses and programs at the high school would be satisfactory? If so, have you any suggestions about what some of those adjustments might be?

Future Programs at Shaker Heights High School

1. Do you feel that there are courses or programs which might be dropped from the high school curriculum? (To some extent, the State of Ohio prescribes the curriculum. However, there is considerable discretion allowed to local school districts under the legal requirements. This question should be answered without regard to the legal requirements on curriculum so that suggestions need not be restricted.)

2. Do you feel that there are courses or programs which might be added to the high school curriculum? (If the respondent states that courses or programs might be added, the interviewer should try to determine with further questions whether the respondent is suggesting minor or major changes in the instructional plan at the high school. For example, is the respondent merely requesting that another foreign language be taught or is he suggesting that students spend half the day studying foreign languages? Is he suggesting that students be permitted to choose not to go to physical education or is he suggesting that students be permitted to choose not to go to any class?)

3. What do you think of the idea of a high school with alternative forms of education under the same roof? (This idea is somewhat along the lines of Conant's idea of a comprehensive high school. Picture, for example, a high school in which the students live under the same rules of behavior in non-instructional settings such as passing through the halls, eating lunch, etc. but under different rules in instructional settings. Students in Program A, for example, might be expected to have homework assigned and checked daily while students in Program B might be allowed to go for a month before showing any evidence of their study.)

4. Do you have apprehensions or fears about establishing alternative programs within the same high school? (For example, do you fear that it could create splits between different groups of students?)

EMM:af

BEST COPY AVAILABLE

Appendix E

SHAKER HEIGHTS CITY SCHOOL DISTRICT
SHAKER HEIGHTS, OHIO

Community Council

November 15, 1971

PRELIMINARY OUTLINE FOR PROPOSALS BY TASK FORCES

I. Definition of the Goal

A. What is the goal? (If the goal is to develop a vocational-occupational program, for example, then the term "vocational-occupational education" should be defined. This is in contrast to defining specific courses or things which would be taught in a vocational-occupational education. Defining those specifics would be a second step.)

II. How can that goal best be met?

A. Major Objectives

1. Assigning qualified teachers
2. Assignment of students (How much choice does the student have?)
3. Space and physical facilities
4. Schedule of meetings and activities for instruction
5. Transportation
6. Providing information to students, parents and community
7. Reporting on student progress
8. Rules and regulations (attendance, tardiness, behavior, etc.)
9. Cost

III. Specific Steps or Questions in Meeting Objectives

A. Assignment of teachers

1. Do teachers volunteer? If not, who selects and on what criteria?
2. Are assignments tentative until students choose programs?
3. Do students choose teachers or vice versa, or are assignments at random?
4. Will the number of teachers assigned be based on the number of students alone, or will other factors be considered?

B. Assignment of students

1. To what extent do students select programs?
2. What are criteria by which students are selected?
3. How free will students be to transfer between programs?

C. Space and physical facilities

1. Will the program operate in separate part of building?
2. Are new facilities necessary?
3. Is remodeling necessary?
4. How much space will the program need?

D. Schedule of meetings and activities for instruction

1. When will students and teachers normally meet in school space?
2. Will they need school spaces at other than normal meeting times?
3. Where will students and teachers be when they are not meeting?

BEST COPY AVAILABLE

E. Transportation

   1. How much transporting of students does the program require?
   2. How much transportation will be provided by the school district?

F. Providing information to students, parents and community

   1. Will there be a brochure explaining the program?
   2. Will there be press releases?
   3. Will there be meetings with students, teachers, counselor and parents to expla. program?
   4. Will particular effort be made to clarify what consequences will be likely in selecting the program?

G. Reporting on student progress

   1. What sort of student evaluation will there be?
   2. Will students or parents be involved in setting up student evaluation procedures?
   3. If there is a variety of reporting procedures, who chooses which ones (s) will be used?

H. Rules and regulations

   1. What will be the attendance requirements in this program?

I. Cost

   1. What new expenditures will this program require?
   2. What savings will this program create?

IV. Schedule of Deadlines

A. When will the specific steps necessary to meet the objectives of this program be complete?

B. These are some of the established deadlines:

   1. November 15, 22 - Meeting (s) of task forces
   2. November 23 - Next council meeting - Progress reports from task forces
   3. Dec. 13, Jan. 4 - Budget set for 1972-73 school year
   4. Late winter (Jan.-March) - Hiring new teachers
   5. April - Students select courses

C. Questions concerning schedule of deadlines

   1. Should task force proposal be submitted prior to setting of budget?
   2. How much lead time is necessary to inform students, teachers and parents adequately of this program? (Lead time should be figured from some date in April when shoices must be made.)
   3. How much lead time is necessary to make changes in facilities, assign staff, obtain materials and complete detailed planning for this program?

SHAKER HEIGHTS CITY SCHOOL DISTRICT
SHAKER HEIGHTS, OHIO

Community Council

November 15, 1971

TASK FORCES

Vocational-Occupational

Kenneth Caldwell, Leader
Ira Kaplan
Crystal Gifford
Edward McMillan

Informal-Flexible

Kim Ringler, Leader
Barbara Abels
Zachary Green
Charles Fox
Elliot Negin
Brad Melamed
Helen Takacs
Susie Waldorf
Robert Mohney
Juanita Dalton

Classical-Traditional

Jeannette Lenkoski
Barbara Gross
Holly Federico
Jessie Roberson
Paul Campbell
*Sally Rocker
Jane Jackson
Albert Senft

"School Without Walls" - Transition

Kenneth Looney, Leader
Margaret Mitchell
Nancy Goulder
Sue Braham
Randall Ginn
Allen Mooney
William Greenham
Larry Newman
Charles Zimmerman
David McNamara

BEST COPY AVAILABLE

Appendix F

BASIC CONSIDERATIONS FOR TASK FORCES ON EDUCATIONAL ALTERNATIVES

1. How is it or can it be different from what we have? (consider all pertinent factors--advantages and disadvantages.)

2. Examine the system in philosophy and theory.

   a. style of teaching
   b. goals of the staff
   c. goals of the students
   d. possible effects of program on the student's future

3. Examine the application of the system.

   a. means to the goals stated in 2b and 2c
   b. scheduling of students and staff into the program
   c. methods of staffing--from departments or separate entity
   d. in what areas is the system applicable
   e. how will it effect college entrance and job opportunities

4. Is there a need at Shaker?

5. Will the community support it?

6. Will enough students take the risk to make the program go?

7. Is any form of the program administratively feasible?

   If the answers to 4, 5, 6 and 7 are affirmative, continue; if not, contact Nancy Goulder, Reds McMillan or Bill Trost for further direction.

DESIGN THE MODEL BASED ON THE ANSWERS COMPILED IN PART I

1. Construct the model using a 1-20 staff-student ratio.

2. Write initial presentation of the program for:

   a. parents b. students c. teachers

   Attempt to have questions for main questions which will arise from each group. Try to be diplomatic.

3. Construct an administrative plan for implementation of the plan into a working system.

4. Design a guide for student-counselor planning considering pertinent factors but insuring freedom of choice with parental consent.

5. Construct a working model for September 1972.
   a. staffing
   b. areas to be included--scope and range
   c. rules and regulations--attendance, crediting of course, grading, eligibility and requirements
   d. other controls

6. Include a hypothetical example of what the 72-73 school year would be like for staff running the program, the students in the program and the parents accepting the risks of a new approach.

Appendix G BEST COPY AVAILABLE

SHAKER HEIGHTS CITY SCHOOL DISTRICT
SHAKER HEIGHTS, OHIO

Opinion Survey on Educational Alternatives at Shaker High

Please check one:
Sophomore 43
Junior 32
Senior 25
Teacher ____
Other (please specify) ______________

The Community Council is now at work coordinating planning for alternative educational programs for Shaker Heights High School for September 1972. To do the best possible job, your help is needed. This survey is an attempt to seek out your ideas and suggestions.

1. What are some of the things you like best about the present courses and programs? (Please state your reasons briefly.)

____

____

____

____

2. What are some of the things you do not like so well about the present courses and programs? (Please state your reasons briefly.)

____

____

____

____

3. Please check the statements in the following list which describe features you would like to include in an educational program.

a. 35 Freedom to move around within the high school building and grounds but some restrictions on leaving school grounds.

b. 15 A firmly established schedule which allows me to know where I will be at any time during the day.

c. 28 Clearly stated assignments set up by my teacher for me to work on.

d. 70 A course of study which I, myself, define and have the chance to change if the need arises.

e. 53 Most school days spent outside of the high school building on a schedule I arrange and for which I take a major responsibility; when outside of the building, I will be frequently working with adults as my advisors

f. 51 Sufficient training in some area to give me enough skill to get a job immediately after graduating from high school.

g. 72 Courses lasting for shorter periods of time (e.g. nine weeks or a semester) so that a greater number of different courses could be taken.

h. 10 More courses in which the teacher demands a considerable amount of work and moves ahead rapidly to cover a great deal of material.

i. 31 Courses in which the teachers expect the students to do a considerable amount of work on their own.

j. 41 Assistance in getting a job immediately upon graduation from high school.

k. 81 Being told how I am doing in a course by a personal conference or written evaluation rather than a grade.

l. 35 Taking a program such as auto-mechanics, printing or cosmetics at some other school.

m. 43 More courses should allow students to be graded simply "pass" or "fail." (I understand that this creates problems in admission to some colleges.)

n. 72 If I fail a course, I should be given "no credit" rather than a failing grade; then I should be allowed to make up the credit later.

o. 54 I would take some required courses pass-fail if I had the choice.

p. 77 Students should have the option of writing a final paper instead of a final exam.

q. 23 Final exams provide a good experience and should be taken by all students in at least some courses.

r. 76 I feel that there should be a class meeting with the teacher at least once every nine weeks to discuss what students like and dislike about the course.

Please check which of the following options you would like to have for gym or physical education.

a. 46 Taking gym on my own time as an independent study course.

b. ~~96~~40 Taking gym as a pass-fail course regardless of the number of other pass-fail courses I am taking.

c. 36 (For girls only) Not taking gym if I am on a varsity team.

d. 37 (For girls only) A greater variety of activities in gym.

17 (For boys only) A greater variety of activities in gym.

If you have checked one of the last two options, please list the specific activities you would like to see added.

____

year a senior project program was initiated at Shaker High. The students in program worked outside of school with adults who are lawyers, teachers, doc-rs, journalists, etc. Last year's program lasted four weeks and was at the end the school year.

BEST COPY AVAILABLE

Please check the statements below which come closest to describing your thoughts about the senior project program as it is described above.

a. 26 I do not know enough about the senior project program to respond.

b. 5 I think the high school should not have a senior project program.

c. 74 I think the high school should have a senior project program for interested students.

d. 58 I would like to participate in the senior project program.

e. 46 The senior project program should be open to seniors at any time during the year.

f. 42 A program like the senior project program should be open to sophomores and juniors.

g. 42 The length of the senior project program should be increased.

. There is presently a great enough variety of courses at Shaker High School. (Check one.

Agree 20 Disagree 48 No Opinion 32

. If you disagree with the statement in no. 6, please say what courses or programs you want to see added to the present curriculum.

Psychology, Hebrew, Journalism, Philosophy, Photography, Anthropology, Ecology, Biochemistry, Electronics, Creative Writing

. There is enough free time in my schedule for me to take elective courses.

Agree 54 Disagree 46

. If you disagree with the statement in no. 8, please say what you would do to provide more free time.

Lower requirements and increase electives, less Gym, Shorter periods, Have course meet less frequently

. Would you prefer to see some of the educational features briefly described above (e.g. student-designed course, learning with adult in community, etc.) included in the regular daily schedule at the high school or separated into complete programs operating rather independently at the high school?

Prefer that the features be included in regular schedule 64
Prefer separate programs 36

- -

If interested in the following, please tear off and return to Larry Newman at the Activities Office.

I would like to know more about the work being done to implement some of the ideas expressed in this survey. I [illegible] be interested in attending some work sessions of the curriculum [illegible]

BEST COPY AVAILABLE

STANDARDS FOR DEFINING THE SCHOOL DAY

EDb-403-01 (P) - HIGH SCHOOL

The official school day for each full-time pupil shall consist of not less than six (6) hours of scheduled classes and other guided learning experiences in high schools organized on a semester, quarter, or pentamester plan, and six and six-tenths (6.6) hours of scheduled classes and other guided learning experiences in high schools organized on a trimester plan.

(1) "Other guided learning experiences," within the meaning of this standard, are those educationally related uses of pupil time designed to augment the pupil's graded course of study which are planned cooperatively by the pupil, parent or guardian, and certified school personnel, and which are approved by the principal pursuant to district rules and regulations. Such experiences may be provided off the school campus.

(2) A full-time pupil, within the meaning of this standard, is one who participates in scheduled classes and other guided learning experiences for the duration of the official school day and is enrolled for a minimum of four (4) units of credit or the equivalency thereof.

(3) Lunch time, up to thirty minutes in length, may be included within the minimum time required.

INTERPRETATIVE AND EXPLANATORY INFORMATION

(P) The standard defining the high school day is designed to permit school management to apply judgments to the learning needs of individual students. This section (P) places the opportunity for planning learning experiences which relate meaningfully to the varied needs and special interests of individuals and groups with school district personnel. Flexibility is provided to permit the inclusion of related off-campus learning experiences.

For purposes of interpretation:

(1) "Other guided learning experiences" are those uses of pupil time which are cooperatively identified and planned by parent or guardian, certified personnel and pupil and are intended to maximize learning opportunities. Final approval of the schedule is within the authority and responsibility of the high school principal pursuant to rules and regulations as adopted by the District Board of Education or established by the Superintendent of Schools. Pupil schedules providing for "other guided learning experiences" off-campus shall include parental signature indicating approval and shall become a part of the permanent record of the pupil.

(a) Employment

Employment related to the needs of the pupil and his in-school objectives is approvable.

Appendix I

What is CATALYST?

CATALYST is a service which helps students find and use community resources for learning. Her the term community is used to include the school, the business world, social agencies, as well as all that surrounds us.

What does CATALYST require?

CATALYST requires that the student get a sponsor, write a contract, keep a log of his daily activities, and attend bi-weekly meetings to discuss his experiences.

Who is CATALYST for?

Any student who wants to use the service.

What is a Community Resource?

A person from the school or larger community from whom you feel you would like to learn. Examples: an auto mechanic, a business person, a social worker, a teacher, YMCA director---anyone who agrees to enter into a contract with you.

Before more questions are raised and answered, it is important that you are aware of the new standards set down by the State of Ohio. Beginning with the 1973-74 school year each student will be required to be in school or involved in related educational activities for six hours each school day. If the experience is outside the school it requires the agreement of the student, his parents, and school officials.

If I design a project to be done outside the classroom, how much of my day or week is spent with a community resource person?

This will depend upon you, your estimate of your needs and your goals. You will plan with a CATALYST staff person an educational program which makes sense to you. Also, if credit is to be earned the State hour requirements must be met; these will be discussed with you by your contract advisor.

Can these experiences be part of the State requirements of a six hour day?

Yes. While they can be in addition to the six hour day they can also be set up to be part of that day. The contract would be used to state what part of the six hours would be spent outside of school while working on your project.

Can part of the six hour day be taken outside of school without a contract?

No. A written agreement must have been made with a teacher, counselor, or CATALYST staff member. Please note that contracts may be entered into with teachers and other authorized personnel as well as counselors and the CATALYST staff.

What are the helps if I am down?

The CATALYST Seminar will put you in touch with other students doing similar things. The seminar is an opportunity to discuss your experiences and your problems. Also, your staff advisor is always there to talk with you.

How does a student find a resource person?

The student takes an active part in finding his own resource person. The CATALYST staff advisor takes an active part also. Ideas come from many sources such as PACE, other community people, counselors, students, teachers in the high school, and parents.

Does the community resource person get paid by the school?

No. There are no school funds for paying community resource people. Most community resource people who have worked with CATALYST have volunteered their time. However, in a few instances students have chosen to pay for services in order to secure the kind of resource they felt was needed.

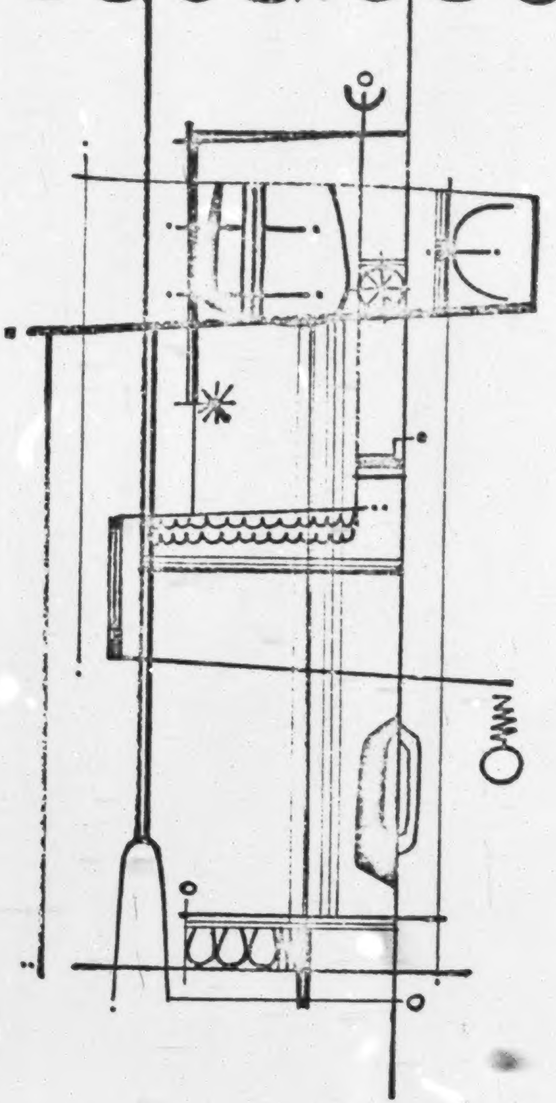
Can I get credit toward high school graduation for work done through CATALYST?

Yes. Credit earned through CATALYST is the same as all other high school credit. Just as you would receive credit in a class by fulfilling course requirements, you can receive credit through CATALYST by completing the terms of your contract.

BEST COPY AVAILABLE

You may discuss CATALYST with your counselor or with staff members Bill Newby or Bill Trost. The CATALYST office is in Room 206 and the phone number is 921-1400, Ext. 304.

catalyst



SHAKER HEIGHTS HIGH SCHOOL

Minutes
Catalyst Staff Meeting - February, 1973

BEST COPY AVAILABLE

The meeting began by looking at some of the areas where our service was not going well. It was observed that students didn't view Catalyst as a casual place to stop in. While some of the avoidance seemed to be tthe atmosphere of the room there were other factors; many of the students in the program had used up all of their time and had no time to "just stop in and others were not meeting their deadlines and didn't want to face up to the problem and therefore stayed away. Also, we noted that there was no community spirit among the students in Catalyst; many do not even know any other students in the service. * While we do have a heterogeneous group nothing has been done to bring these students together; one volunteer meeting was set up but only one student came. However, we have noticed that students seem to have fantasies about Catalyst - many see it as a course; perhaps this indicates that a required group seminar is necessary. On the atmosphere we concurred that it was harried due to the loud fast-moving traffic in the halls and lack of sound cushioning. We then questioned if the location affected the backgroung of our students but no conclusive evidence was found. The closing of the door for interviews causes some of the same closedness found in the counseling center contrary to our open-door policy. At the present we cannot offer a casual atmosphere, an interview area and a setting for group meetings; only one at a time can be provided.

The next topic was the speed of implementation. One of the main deterents in setting up a program was the inability of pulling a student out of class. * We decided that we should take the initiative to contact subject teachers as the need arises to see if the student can be seen during class time. There are also noticable differences in our styles; Bill N. spends 3-4 sessions looking for values and goals while Bill T. works towards changes and then works on value clarification etc.. On this more sharing of style of interviewing should be done; more than just the facts of the case are necessary if we are going to improve our style. Because of slowness of implementation some members of the staff are consulting back files less to cut time; also we find that the counselors have most of the current data in their offices. On a regular basis counselors should send the Catalyst staff deficiencies referals, and health reports.

BEST COPY AVAILABLE

In order to not only make the process faster but also more efficient we thought that each staff should work with only one new student every several days. The counselor and teacher contacts as well as gathering background material can be done while the case is fresh and immediate; since the most immediate problem is frequently the most important it should be dealt with as soon as it is recoginized. Ideally,* a staff conference should be set up at the beginning of each case; the school should have a time designated for staff conferences (3:15-4:00). Before any action is taken the following areas should have been considered: physical problems, emotional problems, need for change in style of learning, and the expertise and facilities of the sponsor.

AT THIS POINT THE FOCUS WAS CHANGED

What Was The Charge of The Community Council

The original purpose of Catalyst was to help students who were not functioning well in the present arrangement but who were unable to design their own program and who were willing to accept staff decisions. The staff was designed to be directive and primarily concerned with alternatives beyond the present scope of the school. We had envisioned students being partially in a class and partially out with the goal being to bring them back into the mainstream. Overall we were looking for students who were utterly turned of and lost.

BEST COPY AVAILABLE

Where Are We Now

To find our present status we used a statistical approach; the numbers in the report vary and in no case reflect the totla number of students involved in Catalyst. Some of the cases are too new to categorize. Thirty of our students can be classified as turned off while 16 seemed satisfied with school. In another survey we determined that 13 were below average in ability, 23 were average and 18 were above average. In a solid majority of the cases gains were seen even though we could not determine how great the change was or if it was significant for that individual.

The following chart reflects the evaluation of our followup on present cases:

(s - sufficient ; ns - not sufficient)

CONTACTS WITH SCHOOL PERSONNEL		CONTACTS WITH STUDENT		CONTACTS WITH SPONSOR	
s	ns	s	ns	s	ns
23	13	21	15	In School Sponsors	
				8	0
				Outside Sponsors	
				~~11~~ 4	~~1~~ 11

Where We Should Go

In answer to the proposql that we conduct-labs for "struggling" students we wholeheartedly recommend them but at the same time feel that it would not work into our framework. If they are to work the thrust must come from the departments; we felt the Community Council recommendation that departments should be evaluated is significant here. If staffing permits each department should have one teacher to serve in a lab situation. We should continue as a separate body because the counselors feel that students come to us because we have the ability to do things that they

BEST COPY AVAILABLE

can't. Even though there are many cases that we didn't use resources outside of the school the more ability to attracted many students. At present we are supportive of students where it is not always for the counselors to be. To be more effective we should receive nine-week printouts, deficiencies, attendance information, and referrals.

An additional meeting will be needed to complete our evaluation.

Catalyst Staff Meeting - April, 1973

BEST COPY AVAILABLE

The meeting began slowly. The first topic was evaluations; in this area we decided that it would be good to have more sponsor contact. Personal visits to see the sponsor would be the best and should be done whenever possible when the sponsor is not "known" to the school district.

Next the topic of student responsibility was discussed. It seems that some students are having difficul~~i~~ty keeping their logs and have even more trouble facing up to their failure to do so. The general opinion here was for the staff to make a greater effort to find out why the student is not keeping the log. After that point the contract must be adhered to and credit should not be granted until all requirements are met; the flexibility in the time for completion of the course enables us to be more rigid in the area of set requirements.

Overall, the staff felt that we had not been very innovative during our first semester. We found it hard to open our minds to alternatives when we are requirement oriented. The pressures form the structure (teachers and admin.) have made us hesitant to move beyond the proven grounds. To help us past this barrier it was decided that each of us should read the course sheets of past students at Culc, where the alternatives have been many and varied.

While consensus was not reached we discussed the making of CATALYST the sole handler of alternative education. For instance, while Mr. Sentf is now the supervisor of the Independent Study Program this program should eventually be under the supervision of CATALYST. Senior projects should also be under our auspices. In other words we should be involved at varying levels of input with all experiences which are alternatives to being enrolled in classes at the high school.

Primarily my idea - "di[illegible]
not sure if you agreed [illegible]
did any [illegible]
would any [illegible]

BEST COPY AVAILABLE

At the same time as the use of CATALYST as the alternative ed center was discussed we also talked about our role in relation to class and teacher changes. While we saw CATALYST recommending to a student that he try a different approach to a subject while staying within the present sourse offerings (ie. eng to flex) we felt there should be some inpartial party with a set of objective criteria in charge of requests to change due to personallity conflicts. Some teachers are not liked and if we dealt with trying to match personalities it would consume all of our time. If we assume responsibility for all "outside" offerings the internal strife should have a different channel.

From here we moved to the area of "slow" versus "bright" students - who is CATALYST for. WE concurred that CATALYST had to be for all students; the "slow" students would require more one-to-one work with the staff while the "bright" students should do most of their own planning. We intend to set up forms for the "bright" students to follow and have them write their own contracts, plan their evaluations, and whenever possible locate their own sponsor; the staff could then help the student polish his contract and determine its credit value. For the "slower" student the staff would be more directive. Personal counseling could be part of any plan. Drop-in counseling would always be open.

Finally, we discussed "staff conferences" and decided that a conference with a student's teachers should be held within the first week of contact. Live data is the most useful. At these conferences it would be helpful to have representatives from the special services to give their feedback as well as help determine if there are any underlying disabilities.

The mechanics of granting credit was not discussed - How do we put credits on the permanent records.

BEST COPY AVAILABLE

Shaker Heights High School Shaker Heights, Ohio

THE CATALYST SERVICE

Some Questions and Answers

Not published but used as format for 1973- brochure

What is Catalyst?

Catalyst is a service which will help students examine their present school situation and, where necessary, find alternatives to classroom learning. Alternatives will frequently involve experience outside the school with a community resource person. A student may write an original course, or work with a staff member to write courses to meet individual needs.

Who is Catalyst for?

Any student who wants to use the service.

What is a community resource?

Any community person who will help a student learn. Examples: an auto mechanic, a business person, a social worker, YMCA Athletic Director----anyone who agrees to enter into a contract with you, teaching you what you wnat to learn, may be your community resource person.

How does a student find a community resource person?

The student takes an active part in finding his own resource person. The Catalyst Staff advisor takes an active part also. Ideas come from many sources; PACE, other community people, counselors, students and teachers in the high school, parents, to name a few.

Does the community resource person get paid?

No. There are no funds for paying community resource people. In only one or two instances, students with their parents have chosen to pay for services in order to secure the kind of resource they felt was needed.

Does the community resource person have to be a certified teacher?

No. The Catalyst Staff takes responsibility for recommending to the Principal that a contractual arrangement under Catalyst, has educational value worthy of credit toward the high school diploma.

Do I get credit toward high school graduation for work done through Catalyst?

Yes. By meeting the terms of the agreed upon contract. With your Catalyst Advisor, you will write a contract at the beginning of the experience. When the terms of the contract are met, credit will be given. (See sample contract attached).

BEST COPY AVAILABLE

If I go into Catalyst, how much of my day or week is spent with a community resource person?

This will depend upon you, your estimate of your needs and your goals. You will plan with a Catalyst Staff person, an educational program which makes sense to you. For ½ unit of credit a student will need to spend between 60 - 120 hours, depending upon the type of learning situation.

But what is the "CATCH" in Catalyst???????????

The "Catch" is your committment to the following three items:

*** You commit yourself to work with a Catalyst Staff person until you have finalized a contract which satisfies your needs and goals.

*** You commit yourself to regular meetings (once weekly) with other students also involved in Catalyst for the sharing of experiences and problems of community resource learning.

*** You commit yourself to meet the terms of your contract.

What are the hazards of a Catalyst contract?

Since it is "your" contract, you are probably programmed for success. However, you must make good on your contract. Only then, will credit be given.

What are the helps if I am "down"?

Your Catalyst advisor will see you regularly.

Your counselor is always available to you.

The Catalyst Seminar will put you in touch with other students doing similar things. The seminar is an opportunity to share your experiences and to explore answers to your problems.

CATALYST SOUNDS GOOD - WHO DO I TALK WITH ABOUT IT??????????

A CATALYST STAFF MEMBER Room 116

Dave McNamara)
Bill Newby) Office hours are posted on door of Room 116
Bill Trost)

Margaret Mitchell - Community Resource Person - Office hours Room 227

Betty Bonthius - Aldersyde House - Room 110 - Sign-up for app't.

Kenneth Looney - Onaway House - Room 160 - Leave app't. request.

YOUR OWN COUNSELOR

Because of the heavy time involvement required in planning some Catalyst courses, your own counselor may suggest you see a Catalyst Staff member.

BEST COPY AVAILABLE

Appendix L

CONTRACT OF A CATALYST STUDENT 1972-1973

STUDENT: [redacted]

STAFF: WILLIAM J. TROST

TITLE OF PROJECT: PERCUSSIVE - THEORY STUDIES

SUBJECT AREA: MUSIC

PROPOSED CREDIT: ONE (1) PER SEMESTER

GRADING: PASS-FAIL

DESCRIPTION: [redacted] will take one lesson in theory and one in percussion every Thursday at the Cleveland Institute of Music. In theory [redacted] will work with Mr. Ogrin on triads, intervals, scales, and sight singing (solfege). Mr. Alexovich will work with [redacted] on percussion and will concentrate on snare drum techniques and the development of his hands for playing difficult rudiments. In order to earn the proposed one credit for one semester [redacted] will combine these formal lessons and time spent studying theory, practicing, and playing in groups to total a minimum of 120 hours as required by the State of Ohio.

PRESENT LEVEL OF COMPETENCY: [redacted] is presently at a pre-conservatory level in basic theory; in sight singing he is on a conservatory level; and in percussion he is far from being on a conservatory level on snare drum, but his main interest is on the drum set.

PROPOSED LEVEL OF COMPETENCY: [redacted] proposes to develop his hands to be capable of playing difficult rudiments and also to develop coordinated independence on the set enabling him to play the more difficult jazz rythems. In theory a conservatory level will be attained.

EVALUATION: Mr. Alexovich and Mr. Ogrin will make a written evaluation at the end of the semester. Also two interim reports will be made - one in early November and one in mid-December; these will be either written or verbally presented to Mr. Trost, CATALYST Staff. Also [redacted] will keep a log containing the time spent practicing and the activity performed during that time.

student

Joseph Ogrin
theory sponsor

percussion sponsor

Mrs Henry Pos[illegible]
parent

staff

cc: Dr. Greenham
Mr. Burke
CATALYST Staff

Appendix M

SHAKER HEIGHTS HIGH SCHOOL

TO: High School Faculty
FROM: Bill Newby and Bill Trost
DATE: September 12, 1973
SUBJECT: Independent Study - Revised Guidelines

Some changes have been made in the guidelines for Independent Study Projects 1973-74. We hope that if you plan to sponsor some independent projects this year, you will find this summary of changes helpful in discussing prospective projects with students and in planning your own time.

(1) Hour Requirements: Both students and sponsors are being asked to commit themselves to devote at least a set minimum number of hours on each project. The hours required vary with the amount of credit being earned and with the subject matter being dealt with. Each independent study contract contains this information. For your information now, here it is:

ACADEMIC SUBJECTS (English, foreign, language, math, social studies,etc.)
- (a) 1/2 credit requires 20 hours with a sponsor and 40 hours of independent work.
- (b) 1 credit requires 40 hours with a sponsor and 80 hours of independent work.

NON-ACADEMIC SUBJECTS OR LAB SUBJECTS (art, home economics, science, etc.)
- (a) 1/2 credit requires 27 hours with a sponsor and 53 hours of independent work.
- (b) 1 credit requires 54 hours with a sponsor and 106 hours of independent work.

PHYSICAL EDUCATION
- (a) 1/4 credit requires 20 hours with a sponsor and 40 hours of independent work.
- (b) 1/2 credit requires 40 hours with a sponsor and 80 hours of independent work.

As you can easily see, we expect teachers who sponsor independent study projects to make significant time commitments to the students they will be working with. In this light, we hope that both teachers and students will examine their schedules during the planning stages of independent work to see where the time they are commiting themselves to will be coming from.

(2) Deadlines: Projects begun during the first semester 1973-74 do not need to be completed by the end of the first semester. We are not encouraging students to extend projects unnecessarily. However, we want to be flexible about the termination dates of projects. If you have a need to complete projects by a specific date, please make your deadlines known to the students you are working with.

(3) Sponsors: We hope that many teachers at the high school will participate in the Independent Study Program. However, if the demand for projects exceeds the availability of teacher-sponsors, we will make every effort to find a knowledgeable and reliable sponsor outside the high school. It is also possible for a student to divide his sponsor obligations between a teacher and a qualified person from the community.

Appendix M

SHAKER HEIGHTS HIGH SCHOOL

TO: Faculty and Staff

FROM: Fritz Overs

RE: Mr. Trost and Mr. Newby and their role in the CATALYST and Six-Hour Day programs

DATE: September 17, 1973

According to plans developed by Dr. Greenham, Mr. Trost and Mr. Newby, a number of items need clarification. The two staff members, Mr. Trost and Mr. Newby, will be responsible for administering any educational programs outside of regular classes for which credit is to be earned or which will be counted toward meeting the six-hour day requirement. Contract forms have been developed which are to be used for these purposes; these forms are adaptable to educational programs in the community, volunteer services away from the high school, independent study, or other programs which are used to fulfill requirements of the six-hour day or the CATALYST program. The contract will require the signatures of the student, the parent, the sponsor, Mr. Newby or Mr. Trost, and the principal regardless of which program they are used for. There is a portion of the contract to be used in describing evaluation procedures if credit is to be granted.

While Mr. Trost and Mr. Newby will be handling the contracts for programs other than CATALYST, they will continue to give their time and emphasis to this program. Thus, aside from the clearing and filing of information on the other programs, their commitment will be to the CATALYST program. I expect the faculty and staff to recognize this and to support them in this role.

The following comments pertain to specific programs involving volunteer tutoring, community service, etc., which are beyond the scope of CATALYST or INDEPENDENT STUDY and which are used to fulfill part of the six-hour school day and must have a contract on file.

CATALYST Credit

The CATALYST program has been developed as a service to help students examine their present school situation and, where appropriate, find alternatives to regular classroom learning. The alternatives frequently involve educational experiences outside the school with a community resource person. These regulations apply to CATALYST credit:

1. Proposed work for credit is developed as a contract by the student and CATALYST staff member then approved in advance by the Principal.
2. Credit is awarded only when all requirements of the contract are met, and the evaluation has been certified to the Principal by the CATALYST staff member.

The counselors will be consulted by the CATALYST staff before program is initiated.

INDEPENDENT STUDY (See Independent Study Bulletin dated 9/12/73)

Faculty are expected to consult their respective department leaders before approving or agreeing to sponsor individual students in INDEPENDENT STUDY. Checks will be made by Mr. Trost and Mr. Newby with the student's counselor prior to approval of programs.

It is anticipated that independent study programs will not substitute for regularly scheduled courses which are available to students. Schedule conflicts could be an exception.

FMO:ghb

BEST COPY AVAILABLE

CATALYST QUESTIONNAIRE

Used by Kenneth Looney for a Masters Essay, Spring , 1973

1. How did you hear about Catalyst? a. teacher ___0___
b. counselor ___7___ C. other (specify) ___5___

2. Was this information adequate in helping you make use of the
Catalyst service? Yes ___9___ No ___3___

3. Why did you use Catalyst services? a. to meet graduation requirements. ___5___ b. freedom to design your own course of study. ___5___
alternative to a traditional course of study ___4___ d. desire
for an educational experience not limited to the school setting. ___5___
e. other (please specify) ___1___

4. What were your parents' reactions toward your participation in
Catalyst? a. favorable ___9___ B. Unfavorable ___1___
c. Reluctant ___1___ d. not involved ___1___

5. What were their reactions once you began your project?
a. favorable ___11___ b. unfavorable ___0___ c. Indifferent ___1___

6. How often did you meet with your Catalyst advisor?
1-3 times ___3___ 4 or more times ___9___

7. How beneficial were these meetings in helping you design your Catalyst
project? a. most helpful ___7___ b. Helpful ___3___
c. not helpful ___2___

8. In what way(s) do you think these meetings could be improved?
a. increased meetings ___ with more time devoted to developint the
project ___6___ or more time in establishing a closer relationship
with the Catalyst advisor ___2___ b. reduce period of time to
develop project--by having Catalyst advisor provide more specific
directions ___3___ or assigning less time for the get acquainted
interviews ___1___.

9. Where did you do your project? A. Shaker High ___4___ B. Shaker
Heights community ___5___ other (please specify) ___3___

10. To what degree has this experience been helpful in your ability to
relate to others? a. most helpful ___6___ b. helpful ___4___
c. not helpful ___2___

BEST COPY AVAILABLE

CATALYST QUESTIONNAIRE

Used by Kenneth Looney for a Masters Essay, Spring, 1973

11. Did you learn what you set out to do? Yes 11 No 1
If not, why not? Did not complete project

12. In what ways do you think you grew academically? a. increased motivation to learn 3 b. learning became nore enjoyable and interesting 3 c. no change 1

13. What changes in your personal development occurred as a result of this experience? a. gained more self-confidence 4 b. learned to assume more responsibility for your learning success 5
c. Changed your attitude about making educational plans 2
d. none of the above 1 (please indicate what change (s) occurred) improved writing skills

15. Would you recommend Catalyst to a friend? Yes 12 No 0
If not, please indicate why ____

Please use this space to share additional comments that you think are important.

Sun Press March 9, 1972

Shaker schools group maps alternate routes to high school diploma

Programs designed to open alternative routes to the diploma at Shaker High moved into specific planning stages Tuesday night.

The Shaker Board of Education endorsed the report and proposals of the 28-member Shaker High School Community Council Tuesday night. The council of students, parents, faculty members and administrators was formed in June, 1971, to study ways in which the high school could better meet the educational needs of its individual students.

The results of more than eight months of study call for special programs for students who are unsuccessful in the traditional course; expansion of programs that give the individual student the opportunity to define his educational goals; increased use of community resources; integration of work and educational experiences, and an evaluation of current course offerings.

WITH THESE programs endorsed, the Council will turn its attention to formulating specific plans for implementation in the 1972-73 school year.

"I am proud of the council's accomplishments to date and commend them to you without reservation," Shaker Principal William H. Greenham told board members. The report and its proposals were accepted following formal presentation by Community Council members.

The council was formed, Dr. Greenham indicated, "because of signs in Shaker and in other districts that there was less than total satisfaction on the part of both students and parents. The purpose of the Community Council was to rationally and effectively evaluate alternatives."

It began its work with an $8,400 grant from the Martha Holden Jennings Foundation.

THE CONCEPT, however, goes back to the 1970-71 school year when the Shaker High PTA sponsored two meetings on changing patterns in secondary education. "These meetings," according to the report issued Tuesday, "generated the need for a plan through which Shaker Heights could rationally and effectively evaluate alternatives in planning for the future."

Researching, interviews, and scheduling began in June and its 14 students, four teacher members, four parents, and five administrators began listening, discussing and studying in the fall.

Its first proposal recommends that students be allowed to earn high school credit for regular work experience and concurrent enrollment in an occupational seminar, "to provide opportunity, in addition to vocational courses for students, to develop occupational insights and relate school programs to occupational experiences."

Broadening the work-study approach, the program requires students to work 10 hours a week or more, and attend the seminars to receive credit. A teacher-coordinator would be responsible for helping students find appropriate jobs and designing the seminars on both broad and individual occupational concerns.

THE COORDINATOR would also make on-the-job visits each semester, and be assisted by a Work-Study Advisory Committee of students and administrators in coordinating the program.

Catalyst, the second program, "is to provide an alternative for students who are dissatisfied with the present educational programs but who alone are unable to define an educational design that will meet their needs," and to provide an alternative for students who "gain little from the school and have little allegiance for the school."

Students admitted to the program will go through an initial diagnostic phase of testing, evaluation and developing "a close working relationship" with the Catalyst teacher-counselor. Students then move into the action phase, in which long and short-range educational plans are implemented. Included will be self and team evaluations of the individualized educational program, modifications, and determinations of the future educational directions.

(See Page A-6)

School

(From Page A-1)

"It is anticipated that most students will progress to a point in their educational program where they no longer have dependency on the Catalyst staff," the report predicts.

CATALYST will offer the alternative of spending part of the day in regular classes and part in approved independent study projects or work experiences. The proposals call for one full-time Catalyst teacher-counselor and from three to five staff members who would work with Catalyst students instead of regular classes during certain periods.

One additional faculty member might be required to meet scheduling demands, the report indicates.

The third proposal is for continuation and expansion of the Flexible Studies program initiated at the high school during the second semester of the 1970-71 school year.

Flexible Studies, which began with a combination of junior English and American History, offers the latitude of potential interdisciplinary courses and cooperative teaching efforts and student-initiated proposals for the course's contents and manner of study of the curriculum.

"THERE CAN be no doubt but that Flexible Studies courses require a higher degree of mutual trust and exercise of personal responsibility than often is expected of students and teachers."

The report also proposes a community resource bank to gather information on educational and cultural resources outside of the schools. It will be essential if students are given the option of integrating work experiences and independent study projects into their regular programs, the report suggests.

The final proposal is for an evaluation of the entire high school curriculum in terms of variety of courses, addition of mini or semester courses, inter-departmental offerings, new courses, alternative means of meeting departmental requirements, evaluation procedures, examinations, teaching methods

BEST COPY AVAILABLE

Cleveland Plain Dealer Spring, 1972

BEST COPY AVAILABLE

Shaker to Air Plan for Pupil Disliking School

A special study program for pupils who "can't stand high school" is one of the proposals to be considered tonight by the Shaker Heights Board of Education. Another is a proposal to give high school credit for part-time jobs.

Both recommendations and others will be presented to the board by the Community Council, a group of teachers, pupils, parents and administrators which has been meeting since September to formulate ways of making the high school curriculum more responsive to pupil needs.

Under the Community Council proposal, turned-off pupils could be "enrolled in some regular classes, involved in a cooperative work experience . . . conducting an independent study project in the Cleveland area . . . be away from school for a period of time while engaged in a specialized educational experience."

THE PROPOSAL TO GIVE credit for part-time work, it was said, would not be a vocational program, but rather would be designed to promote occupational awareness.

Those in the program would work at least 10 hours a week outside of school and attend a weekly occupational seminar.